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ABSTRACT

This guide has been developed to assist administrators and teacher-coordinators in New Jersey in planning and implementing cooperative home economics programs. The guide is organized in five sections that focus on the administration of a cooperative home economics program. The first section describes the program, providing information on the definition and history of cooperative vocational education, a description of cooperative home economics education and home economics-related occupations, and New Jersey program guidelines for cooperative vocational education programs. In the second section, information is given on planning the cooperative home economics program, including initiating the program, the roles of all involved, and public relations. Conducting the program is considered in section 3, which includes information on the role of the teacher-coordinator, student selection and supervision, school-work linkages, grading, unemployed students, recordkeeping, state reports, safety, legal considerations, and advisory committees. Program evaluation is explained in section 4, and evaluations by all parties to the program (teacher-coordinator, students, employers, advisory committee, and parents) are discussed. The final section describes Future Homemakers of America/Home Economics Related Occupations organizations, their structure, and their work program. Samples of forms to be used in conducting cooperative home economics programs are provided in an appendix to the guide. (KC)

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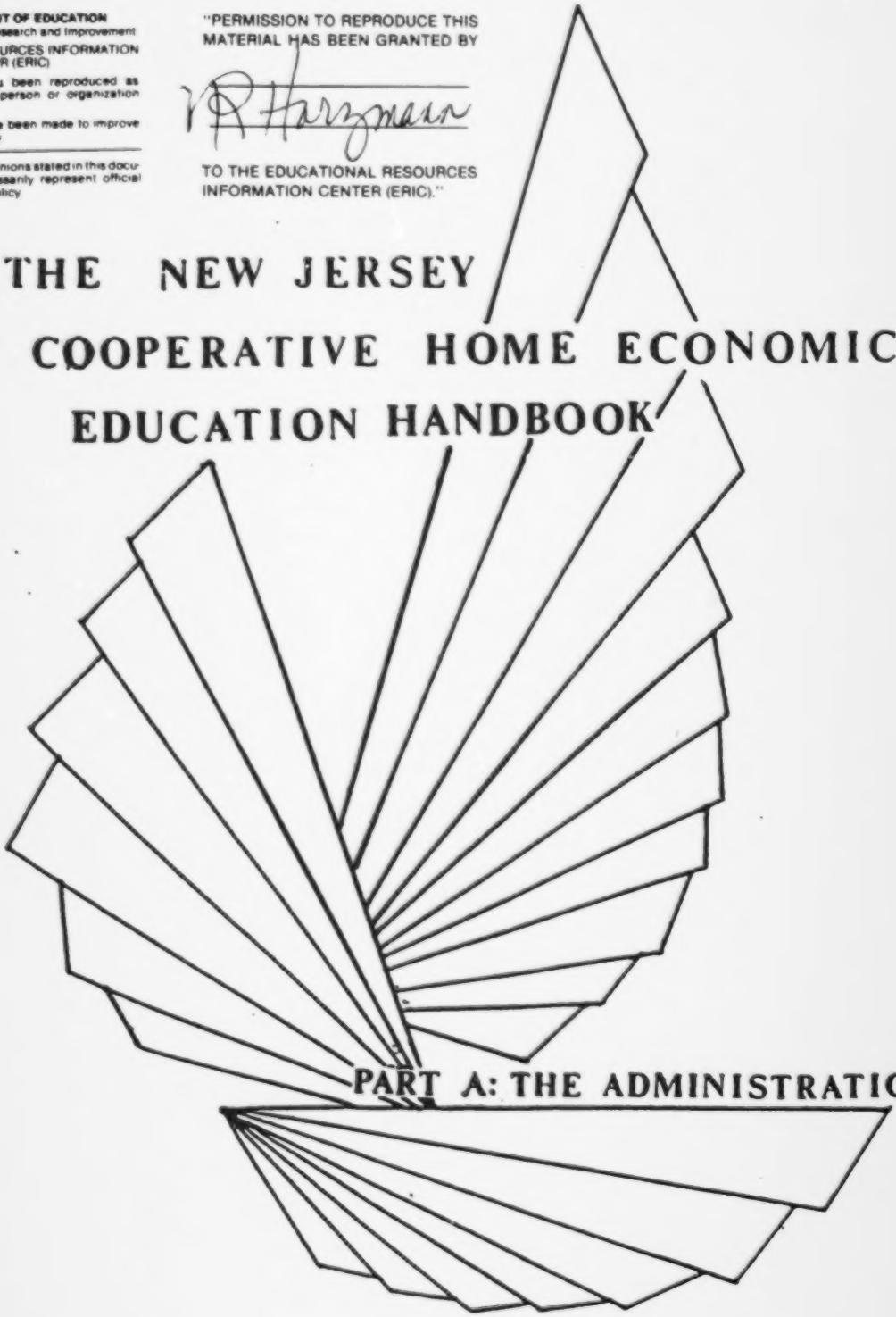
THE NEW JERSEY COOPERATIVE HOME ECONOMICS EDUCATION HANDBOOK



PART A: THE ADMINISTRATION

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COOPERATIVE HOME ECONOMICS EDUCATION

New Jersey State Department of Education
Division of Vocational Education

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THE NEW JERSEY COOPERATIVE HOME ECONOMICS EDUCATION HANDBOOK

PART A: THE ADMINISTRATION

SAUL COOPERMAN
Commissioner

GORDON ASCHER
Assistant Commissioner
Division of Vocational Education

1987

Revised by:

DOROTHY SPENCER, Consultant

Home Economics and Consumer Education

PTM 600.44

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COOPERATIVE HOME ECONOMICS EDUCATION

New Jersey State Department of Education
225 West State Street, CN 500
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The contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

PREFACE

Cooperative home economics education programs provide opportunities for employment-bound and college-bound secondary students to explore and develop realistic career goals in home economics related occupations. The occupational areas include, but are not limited to, child care and guidance, management and services; clothing apparel and textile management, production, and services; food management, production, and services; home furnishings and equipment management, production, and services; and institutional, home management and supporting services.

Students come to the program with attitudes, knowledge and skills developed in consumer and homemaking education and in occupationally specific home economics related courses. As students progress through home economics education, they learn more about themselves, their roles as members of a progressive society and their career alternatives in the multi-faceted field of home economics. Cooperative home economics education programs may be the culminating experience for some students and for others who may not have had any previous home economics courses, a last change to prepare themselves for employment in a home economics related occupational area.

Reports show that the cooperative education method of instruction, more than other methods of instruction, produces graduates who enjoy higher job placement and greater personal and job satisfaction. Cooperative education assists students in making the transition from school to work. We are pleased to present The New Jersey Cooperative Home Economics Education Handbook. It should be useful to the many administrators and teacher-coordinators who believe so firmly in and have dedicated so many hours to helping students become productive citizens.

Gordon Ascher
Assistant Commissioner
Division of Vocational Education

ACKNOWLEDGMENTS

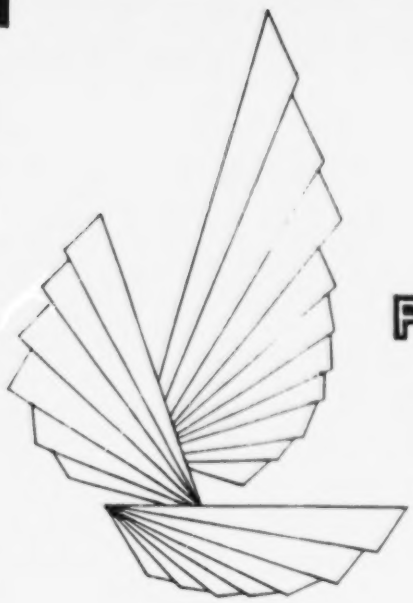
The New Jersey Cooperative Home Economics Education Handbook was originally developed during the 1981-82 school year and field tested during the 1982-83 school year. Ellen Donahay, project director, was a former supervisor of home economics for the Edison Township Public Schools. Her dedicated and professional efforts are greatly appreciated.

Content authors were Ruth Walsh, department chairperson, home economics, Edison High School, Edison, who developed the curriculum modules and Dorothy Spencer, teacher-coordinator, Keyport High School, Keyport, who developed the administrative sections. We thank them for their hours of research and sharing their ideas.

No project would be complete without the guidance and assistance of an advisory committee. Serving in this capacity were: Barbara Arata, clothing occupations teacher, Bergen County Vocational-Technical School, Teterboro; teacher-coordinators Barbara Mackey, Hackensack; Carol Leone, Perth Amboy; Janet Gardner, Irvington; and Beverly Savidge, teacher-educator, Douglass College, New Brunswick.

The following teacher-coordinators contributed to the development of the handbook by field testing materials and providing valuable suggestions: Sandra Burke, Belleville; Frances Callan, Dumont; Helen Cocotos, Union City; Patricia Conklin, Neptune; Cora Foltz, Cranford; Carol Gabriel, Tinton Falls; Janet Gardner, Irvington; Beverly Greenberg, Spotswood; Carol Leone, Perth Amboy; Barbara Mackey, Hackensack; Jay Martino, Long Branch; Patricia Mayhew, Williamstown; Karen Opyoke, Deptford Township; Janice Vellutello Schott, Delran; and Joel Schrieber, Paterson.

In addition, we would like to thank the entire cooperative home economics education community for its cooperation and support.



PART A

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SECTION II PLANNING THE PROGRAM

SECTION III CONDUCTING THE PROGRAM

SECTION IV EVALUATING THE PROGRAM

SECTION V FHA/HERO

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COOPERATIVE HOME ECONOMICS EDUCATION

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The revised handbook was developed in cooperation with Joan Birchenall, director of the Bureau of Agriculture, Business, Health and Home Economics Occupations, Home Economics and Consumer Education project.

Dorothy Spencer, consultant, revised and updated the New Jersey Cooperative Home Economics Education Handbook.

The art work was designed by K. Irene Chen, a member of the Future Homemakers of America Chapter of South Brunswick, under the guidance of Linda Fekete, advisor.

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A SPECIAL THANK YOU TO...

ROSEMARY HARZMANN, Program Specialist, New Jersey State Department of Education, Division of Vocational Education, whose guidance, patience, and perseverance helped this handbook become a reality.

INTRODUCTION

The New Jersey Cooperative Home Economics Education Handbook (Part A: Administration and Part B: Curriculum) has been developed to assist administrators and teacher-coordinators in the planning, implementation and evaluation of quality cooperative home economics programs. Labor market shifts and demands necessitate relevant educational programs which address employment needs. The cooperative education method of instruction allows for a flexibility and immediate response to these changes taking place in business and industrial communities. The handbook content should not be viewed as a mandate, but as a guide in conducting programs.

The notebook format will make it possible for the teacher-coordinator to keep the handbook current and to localize its content. Sections or specific pages of the handbook should be changed as new materials are issued by the New Jersey State Department of Education, Division of Vocational Education.

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is a nonprofit vocational student organization with a national membership of 325,000 young men and women. Section V has been devoted entirely to the information necessary for a teacher-coordinator to successfully incorporate this organization into the Cooperative Home Economics Education program.

A variety of materials, utilized by teacher-coordinators from local districts, has been included in the handbook. Forms and other written materials appearing in this section do not constitute endorsement, nor are they policy setting. They should be useful in developing forms and policies which reflect the local community.

All teacher-coordinators are encouraged to attend meetings sponsored by the New Jersey State Department of Education, Division of Vocational Education, to receive new material and the additional information necessary to keep this handbook current.

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COOPERATIVE HOME ECONOMICS EDUCATION

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SECTION I DESCRIBING THE PROGRAM

WHAT IS COOPERATIVE VOCATIONAL EDUCATION

Cooperative vocational education in New Jersey is a program in which students work toward career goals and graduation credit through a combination of regularly scheduled part-time paid employment and related classroom instruction both supervised by the same qualified teacher-coordinator.

The Vocational Education Act of 1963 as amended in 1968 and 1976 defines Cooperative Vocational Education as:

> "A program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, weeks or other periods of time in fulfilling the cooperative program."

SECTION I

HIGHLIGHTS OF THE HISTORY OF COOPERATIVE VOCATIONAL EDUCATION

AT THE NATIONAL LEVEL

1906 - Cooperative Education was inaugurated at the University of Cincinnati by Dean Herman Schneider. The first program in engineering was a combination of work and study as integral parts of the education process.

1908 - High school program of work experience education established at Fitchburg, Massachusetts, in cooperation with the General Electric Company.

1910 - High school cooperative courses established in the Cincinnati, Ohio, public schools.

1915 - High school cooperative programs established in 10 New York City schools.

1917 - The Smith-Hughes Act was at the time of its enactment the most significant and comprehensive legislation ever approved by Congress for the support and promotion of vocational education. Historically, one of the most significant features of the Smith-Hughes Act was the permanency of its funding. All its appropriations for vocational education programs, amounting to $7.2 million annually, were automatic each year, requiring no further action by Congress. The Smith-Hughes Act may rightfully be regarded as the "grandfather" of current federal legislation in vocational education. It remained substantially unchanged for more than four decades, except for increased appropriations and the addition of new areas of occupational training. In retrospect, the Smith-Hughes Act can be viewed as the culmination of an evolutionary process that strengthened the bonds of cooperation between governments on the federal, state and local levels in furthering vocational education throughout America. The Federal Board of Vocational Education recognized cooperative courses and encouraged schools to establish these courses.

1921 - College plan of alternating study and work periods adopted by Antioch College, Yellow Springs, Ohio.

1933 - Conference at Biloxi, Mississippi, at which plans were developed to expand cooperative education programs.

SECTION I

HIGHLIGHTS OF THE HISTORY OF COOPERATIVE VOCATIONAL EDUCATION

1963 - The Vocational Education Act of 1963

The real turning point in vocational education funding throughout America was heralded by enactment of the Federal Vocational Education Act of 1963, which became operative in New Jersey during fiscal year 1964-65. This act provided substantially increased funding on the state and local levels. In addition to the very substantial increase in federal appropriations for vocational education programs, the Vocational Education Act of 1963 provided two major thrusts that are historically significant: the first was the providing of financial assistance for constructing, remodeling and equipping vocational education facilities. The second was the establishment and funding of "work study" programs to provide compensatory employment for any qualified vocational student or prospective vocational student who, quoting from the law: "...is in need of the earnings from such employment to commence or continue her/his vocational program..."

1968 - The Vocational Education Amendments of 1968

The Vocational Education Act of 1963 was greatly strengthened and significantly extended by the Vocational Education Amendments of 1968, which were implemented in New Jersey during the school year 1969-70. While continuing practically all of the programs and activities already in effect, the new amendments mandated certain expenditure categories under which specified amounts of percentages of federal funds were and are allocated for specific purposes or programs. For example, high priority was given to the following:

* Programs for persons with academic, socioeconomic and other disadvantages.
* Programs for persons with physical and/or emotional handicaps.
* Research in vocational education.
* Exemplary and demonstration programs.
* Consumer and homemaking programs.
* Cooperative work-experience programs.
* Post-secondary vocational education programs.

SECTION I

HIGHLIGHTS OF THE HISTORY OF COOPERATIVE VOCATIONAL EDUCATION

AT THE NATIONAL LEVEL--(continued)

1968 - The Vocational Education Amendments of 1968--(continued)

Although the Smith-Hughes Act of 1917 is no longer operative as a separate entity throughout the nation, the historical significance of that act and the high esteem in which it is held by vocational educators are underscored by the fact that it has never been repealed. Instead, the Vocational Education Amendments of 1968 provided that federal funds, still automatically appropriated under Smith-Hughes, shall be considered as funds appropriated under the 1968 Amendments.

1976 - The Vocational Education Amendments of 1976

Passage of Education Amendments Title II, Vocational Education, Public Law 94-482, in October of 1976. To receive funding for cooperative education programs, the same procedures as specified in 1968 apply.

Note: The descriptions of the Smith-Hughes Act, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968 were excerpted from the article, "Federal Support for Vocational Education: Necessary and Productive," by Dr. William Wenzel, which appeared in the New Jersey State Department of Education Feedback, Vol. 9, No. 4 and Vol. 10, No. 1.

> It can be shown by history that a people who will not work will fall to swift decay.
>
> *Dean Herman Schneider*

IN HOME ECONOMICS IN NEW JERSEY

1968-69 - Nine high schools implemented Cooperative Home Economics Education programs:

Bridgeton	East Windsor*	Keyport
Cranford	Elizabeth	Pitman
East Brunswick	Jersey City	Rahway

*East Windsor High School conducted a program which combined Home Economics with Distributive Education called HEDE. Team teaching techniques were developed for the related class.

SECTION I

HIGHLIGHTS OF THE HISTORY OF COOPERATIVE VOCATIONAL EDUCATION

IN HOME ECONOMICS IN NEW JERSEY--(continued)

1971-72 - The number of programs tripled to 27 as administrators realized the value of adding this component to the Home Economics curriculum.

1979-80 - The number of programs doubled as additional schools added Cooperative Home Economics Education bringing the number to 54.

1986-87 - Currently, Cooperative Home Economics Education is firmly established as a vital part of the curriculum and a logical culmination to the vocational knowledge and skills taught at the secondary level.

NOTES:

SECTION I

DESCRIPTION OF COOPERATIVE VOCATIONAL EDUCATION

All education is an investment in the development of the whole individual. The major purpose of the cooperative vocational education program is to develop occupational competence through classroom work carefully coordinated with on-the-job experience. Cooperative vocational education should never be thought of as simply putting a student to work.

Cooperative vocational education provides the necessary articulation between learning and the world of work. It provides entry level skills which are marketable, provides an opportunity to earn money while performing work, and promotes an improved self-image. New knowledge is acquired and more positive attitudes toward work are developed. Students are provided the extraordinary opportunity of testing the appropriateness of their interests, their abilities, and their temperaments to their career goals.

Cooperative vocational education is an important part of the career development process. Invaluable occupational information and realistic guidance are provided by both the school and the employer.

New Jersey has successful cooperative vocational education programs in seven areas, namely:

Cooperative Agricultural Education (CAE)

Cooperative Health Occupations (CHO)

Cooperative Home Economics (CHE)

Cooperative Industrial Education (CIE)

Cooperative Office Education (COE)

Marketing Education (ME)

Work Experience and Career Exploration Program (WECEP)

SECTION I

DESCRIPTION OF COOPERATIVE HOME ECONOMICS EDUCATION

Cooperative Home Economics Education is particularly beneficial to those students who want to explore and pursue career goals in home economics related technologies/occupations. These students gain realistic on-the-job experiences in the following occupational clusters:

Child Care and Guidance Management and Services

Clothing, Apparel, and Textiles Management, Production and Services

Food Management, Production, and Services

Home Furnishings and Equipment Management, Production and Services

Institutional, Home Management and Supporting Services

The main objectives of cooperative vocational education efforts in home economics are: to prepare students to obtain specific jobs which require the knowledge and technical skills of home economics specializations; to assist students in developing personal characteristics that will help them achieve success in the world of work; to alert students to the possible job opportunities in the field of home economics; and to help business and industry become aware of the assistance that the school can give through job training in home economics related occupations.

SECTION I

VALUES OF THE COOPERATIVE HOME ECONOMICS EDUCATION PROGRAM

The success of the Cooperative Home Economics Education program can be attributed to the fact that it provides a valuable service for the student, the school, the employer, and the community at large.

The program benefits are many. The coordinator should become fully aware of these benefits and make a concerted effort to communicate them to everyone involved with the program.

VALUES TO THE SCHOOL:

Enriches the school's vocational training program with minimum expense.

Provides, for the school program, equipment and facilities beyond the financial reach of the school.

Coordinates skills and experiences of experts outside the school with the in-school training of student-learners.

Encourages curriculum revision reflective of current job requirements.

Encourages potential "drop-outs" to remain in school because of more relevant and meaningful curriculum.

Develops a community commitment to the objectives of the school.

Develops a vehicle for establishing a strong public relations program between the school and the business community.

Gives the school an effective means of evaluation for its over-all instructional program.

VALUES TO THE STUDENT:

Motivates the student to greater classroom effort by having school work related to on-the-job training.

Provides realistic vocational guidance over an extended period of time.

SECTION I

VALUES OF THE COOPERATIVE HOME ECONOMICS EDUCATION PROGRAM

VALUES TO THE STUDENT--(continued):

Raises the student's self-image and thus encourages an improvement in grooming, speech habits, and attitude toward others.

Provides a realistic learning environment in which the student may discover her/his true interests and abilities.

Develops a good understanding of employment opportunities and employee responsibilities through direct on-the-job experience.

Exposes students to basic information regarding business and industry essential for more intelligent life choices.

Develops work habits and attitudes necessary for individual maturity and job competence.

Provides a laboratory for developing marketable skills.

Provides firsthand experience with other employees which leads to a better understanding of the human factors in business and industry.

Provides financial rewards while student is developing employment skills and positive work attitudes.

Provides an opportunity to participate in and profit from two types of learning environments - school and the world of work.

Provides an effective test of aptitude for the student's selected career goal.

VALUES TO THE EMPLOYER:

Provides assistance from the school in the selection of young workers and in their training in the skills and attitudes needed for effective job performance.

Provides the employer with a more interested and satisfied worker resulting in less employee turnover.

Gives the employer access to students with special abilities, interests, and aptitudes.

Provides an enriched training program through related school instruction.

SECTION I

VALUES OF THE COOPERATIVE HOME ECONOMICS EDUCATION PROGRAM

VALUES TO THE EMPLOYER--(continued):

Provides employers with the opportunity to evaluate student-employees while in training for potential retention after graduation in positions of responsibility and leadership.

Note: Student follow-ups show that employers retain high percentages of cooperative education students after graduation and that they are promoted to positions of responsibility and leadership.

Provides employers the opportunity to participate in keeping in-school and on-the-job instruction consistent with current practices in business and industry.

Provides employers with new workers who are more receptive to instruction.

Provides an opportunity for excellent public relations and the rendering of an important public service.

VALUES TO THE COMMUNITY:

Helps students become self-sustaining responsible citizens.

Trains local people for local industry who will earn money that is spent locally.

Develops improved community-school relationships.

Provides a method of introducing students to the local employment opportunities.

Provides specialized training in a variety of occupations at a reasonable cost to the community.

Encourages students to remain in the home community after graduation and promotes a more stable work force.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

The home economics related occupations listed here are entry level and semi-skilled occupations in a variety of areas which use the knowledge and skills of home economics specializations. They provide excellent employment opportunities for students with little or no work experience. Many of these occupations are natural stepping stones to others. Because the working world is constantly changing, students should be encouraged to train for a cluster of occupations.

In order to help clarify job titles and to aid in the completion of reports for the State Department of Education, the clusters of home economics occupations listed here have been organized into code classifications, as identified in A Classification of Instructional Programs* and have been reproduced as they appear in that document.

A CLASSIFICATION OF INSTRUCTIONAL PROGRAMS

NATIONAL CENTER FOR EDUCATION STATISTICS

Vocational Home Economics. A summary of groups of instructional programs that emphasize the acquisition of competencies (including skills and job attitudes) needed for securing and holding paid employment at the entry and advanced levels, and/or preparing for advancement in occupations utilizing home economics education knowledge and skills. Vocational home economics education instructional programs are developed from home economics education subject matter areas to meet the unique requirements of the specific vocations. Programs that prepare individuals for paid employment include: (1) services to individuals/families; (2) assistance to professional home economists and professionals in fields related to home economics in industry, business and public and private agencies; and (3) other services and/or assistance directly related to one or more of the home economics subject matter areas, offered in formal and/or informal settings combined with supervised laboratory and work experiences.

*Malitz, Gerald S. (1984). A Classification of Instructional Programs. Washington, D.C.: National Center for Education Statistics.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

20.02 Child Care and Guidance Management and Services. A group of instructional programs that prepare individuals for occupations in child care and guidance, foster care/family day care, and teacher assistance, often under the supervision of professional personnel. Includes instruction in child growth and development; nutrition; program planning and management; safety and behavior guidance; recreational and play activities; child abuse and neglect; parent-child personal relationships; learning experiences for children; interpersonal relationships; and laws, regulations, and policies relating to child-care services and maintenance of children's environments.

20.0201 Child Care and Guidance Management and Services, General. An instructional program that generally prepares individuals for occupations in child care and guidance, foster care/family day care, and teacher assistance, often under the supervision of professional personnel. Includes instruction in child growth and development; nutrition; program planning and management; safety and behavior guidance; recreational and play activities; child abuse and neglect; parent-child personal relationships; learning experiences for children; interpersonal relationships; and laws, regulations, and policies relating to child-care services and maintenance of children's environments.

20.0202 Child Care Aide/Assisting. An instructional program that prepares individuals to assist with care and guidance of infants and young children under the supervision of professional personnel. Includes instruction in planning, organizing, and conducting activities which promote physical, interpersonal, motor, mental and social growth and development of acceptable behavior, cleanliness, eating, playing, resting, and toilet habits. Programs prepare individuals as child-care assistants to assume major responsibilities for caring and guiding the development of young children, or as child-care aides to work under the direction of child-care assistants or professionals. Also instruction is given in supervision of other child-care personnel.

20.0203 Child Care Management. An instructional program that prepares individuals to develop and manage effective child care programs by providing instruction in the management of financial operations; selecting and/or developing facilities; selecting staff and staffing patterns; providing staff development opportunities; developing a total program for children; and working with parents, community agencies and organizations and others concerned with children.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

20.0204 Foster Care/Family Care. An instructional program that prepares individuals to assume the duties of a foster parent or skilled family day care worker under the supervision of the sponsoring agency. Includes instruction in child growth and development; special needs of deprived or handicapped children; health and safety; nutrition; program/play activities; parental involvement; and laws, regulations, and policies related to family day care services.

20.0205 Teacher Aide. An instructional program that prepares individuals to assist a teacher in conducting and carrying out the objectives of a child care program(s) within the context of the school or particular setting. Includes instruction in program planning for a child's development, playground activities, the health and safety of children, and administrative and managerial activities.

20.0299 Child Care and Guidance Management and Services, Other. Any instructional program in child care and guidance management and services not described above.

20.03 Clothing, Apparel, and Textiles Management, Production, and Services. A group of instructional programs that prepare individuals for occupations concerned with the entire spectrum of clothing, apparel, and textiles management, production, and services, including but not limited to construction; fabric and fabric care; pattern design; principles in clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; and textiles testing.

20.0301 Clothing, Apparel, and Textiles Management, Production, and Services, General. An instructional program that generally prepares individuals for occupations concerned with the entire spectrum of clothing, apparel and textiles management, production, and services, including but not limited to construction; fabric and fabric care; pattern design; principles in clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; and textiles testing.

20.0302 Clothing Maintenance Aide. An instructional program that prepares individuals to repair and clean garments and accessories according to customer preferences. Includes instruction in examining garments to determine types of repair, alteration, or cleaning needed; fitting and marking garments for proper repairs; making repairs; assisting with laundering and dry-cleaning of garments; pressing garments; labeling and bagging garments; assisting in keeping records, keeping shop orderly and clean; and constructing garments in commercial garment or apparel factories as needed.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

20.0303 Commercial Garment and Apparel Construction. An instructional program that prepares individuals to design and construct ready-to-wear garments and apparel. Includes instruction in designing and drafting patterns for standardized sizes; selecting appropriate fabric; cutting of fabric with commercial cutting equipment; stitching fabric on commercial power sewing equipment; applying finishes and notions to garments and apparel; and pressing and packing garments or apparel.

20.0304 Custom Apparel/Garment Seamstress. An instructional program that prepares individuals to construct, alter, and prepare garments to customer specifications. Includes instruction in knowledge of fibers, textiles, fabrics, and notions; understanding and applying metrication in measuring and fitting as may be necessary; constructing, altering, and preparing garments for women, men, and children according to customer specifications; using standard or power sewing machines or various hand stitches; designing, making and fitting patterns to individuals; laying out patterns on the fabric and cutting out fabric with hand or power driven scissors or shears; basting fabric pieces together and fitting garments to customers; sewing fabrics together with specific seam finishes for particular fabrics; refitting and adjusting garments to customers; finishing by hand or power operated equipment; and pressing to remove wrinkles and smooth seams, collars, cuffs, and so forth.

20.0305 Custom Tailoring and Alteration. An instructional program that prepares individuals to construct, alter and repair men's, women's, and children's garments. Includes instruction in selection of design, fabric, and notions to customer specifications; taking measurements and fitting; preparing patterns; cutting, sewing and altering by hand; and/or finishing of garments.

20.0306 Fashion/Fabric Coordination. An instructional program that prepares individuals to assist in coordinating garments for various occasions. Includes instruction in fashion design, trends, characteristic styles, and merchandising; describing to customers the garment construction, quality, and fiber content; care and durability; selecting current fashion for figure types, fitting garments on customers; planning and presenting fashion shows; developing fashion displays; assisting home sewers with construction techniques; advising on quantity of fabric needed; measuring and cutting fabric; ordering, receiving, and displaying fabric and merchandise; keeping shop and store clean and orderly; and taking inventories and replenishing stock.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

20.0307 Textiles Testing. An instructional program that prepares individuals to select and correctly use tools and equipment for specific textiles tests under the direction of clothing or textile technicians. Includes instruction in identifying qualities of various fibers, yarns, and fabrics; collecting and testing fiber slivers, roving, and yarn of fabric samples, making elementary statistical calculations; recording test results; comparing test results with samples or prepared standards; reporting variation from standards to director of quality control; checking and calibrating various testing instruments using metrication; and keeping laboratories clean.

20.0308 Wedding/Specialty Consulting. An instructional program that prepares individuals to advise individuals and/or families with preparation for weddings, including wedding etiquette; selection of attire for bride, groom, attendants, and others; fitting and marking garments for needed alterations; assisting in selection of invitations, flowers, linens, and other home accessories; working with caterers and photographers; keeping records of gifts; constructing, displaying, and selling wedding attire; and conducting wedding fashion shows.

20.0399 Clothing, Apparel, and Textiles Management, Production, and Services, Other. Any instructional program in clothing, apparel, and textiles management, production, and services not described above.

20.04 Food Management, Production, and Services. A group of instructional programs that prepare individuals in managerial, production, and service skills used in institutional, commercial, or self-owned food establishments or other food industry occupations. Includes instruction in planning, selecting, storing, purchasing, preparing, and serving quantity food and food products; nutritive values; safety and sanitation precautions; use and care of commercial equipment; serving techniques; special diets; and management of food establishments.

20.0401 Food Management, Production, and Services, General. An instructional program that generally prepares individuals in managerial, production, and service skills used in institutional, commercial, or self-owned food establishments or other food industry occupations. Includes instruction in planning, selecting, storing, purchasing, preparing, and serving quantity food and food products; nutritive values; safety and sanitation precautions; use and care of commercial equipment; serving techniques; special diets; and management of food establishments.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

20.0402 Baking. An instructional program that prepares individuals to engage in the preparation of bakery food products for use in commercial food establishments, for retail distribution, or for special functions. Includes instruction in making, freezing, and handling baked products, decorating, counter display; and service and packaging of bakery products.

20.0403 Chef/Cook. An instructional program that prepares individuals to engage in the preparation and cooking of a variety of foods to maintain nutritive values and quality control. Instruction is given in the determination of quantity of food to be prepared and the size of servings for different types of food services; the use and care of commercial equipment; adherence to sanitation procedures for storage, preparation, and service of foods; the observation of health, safety, and sanitary precautions in the cooking areas; and the use of equipment or utensils.

20.0404 Dietetic Aide/Assisting. An instructional program that prepares individuals to utilize nutritional knowledge in preparing and serving meals to individuals with specific dietary needs under the direction of a professional dietitian. Includes instruction in selecting and using specific pieces of equipment for particular tasks in food preparation and services; preparing and serving simple foods according to diet instruction; examining assembled trays for conformance with diet regulations and nutritional values; handling foods, beverages, equipment, utensils, and table settings in order to prevent contamination; observing safety and sanitary standards and regulations; following appropriate emergency procedures; and assisting in the management of dietary facilities. Programs prepare dietetic aides to work under the direction of an assistant and a professional dietitian in performing the less complicated dietetic tasks; programs prepare dietetic assistants to work under the direction of a professional dietitian.

20.0405 Food Catering. An instructional program that prepares individuals to engage in booking, planning and managing the preparation and service of food for special occasions. Includes instruction in arranging for equipment, tables, space, decorations, and entertainment, and for transportation of food and equipment; supervising cleanup; assisting in taking inventories; storing food and supplies; observing safety precautions; and following food handling procedures as specified by health and sanitation regulations. Programs prepare individuals both as food caterers, who perform managerial tasks and are recognized as experts in specialty food preparation and products, and as food-caterer aides, who work under the direction of food caterers.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

20.0406 Food Service. An instructional program that prepares individuals to select, purchase, prepare, or produce food in quantities; preserve nutritive value of foods; follow standard recipes for quality control; prepare and serve quantity foods; receive, store, and issue foods and supplies; select and use commercial equipment for production and services; observe safety precautions and sanitation regulations; store and handle food and equipment; clean food preparation and service areas; take inventories; and work in or manage food-service establishments.

20.0407 Food Testing. An instructional program that prepares individuals to select and correctly use proper tools and equipment for specified food tests, usually under the direction of food scientists, technicians or home economists. Includes instruction in identifying qualities of various foods; collecting and testing food samples as directed; making elementary statistical calculations; recording test results; comparing test results with samples or prepared standards; reporting variations from standards to director of quality control; and checking and calibrating various testing instruments.

20.0408 School Food Service. An instructional program that prepares individuals for overall planning, supervising, purchasing, preparing, and serving goods and food products in school food-service establishments. Includes instruction in planning appetizing and nutritional menus suitable for school-age students; creating an enjoyable and pleasant environment for serving of foods; recording meals served and food used on a daily basis; taking inventory of supplies and equipment; assisting in cleaning school food-service facilities; and performing dishwashing tasks and storage of equipment or food according to health, safety, and sanitation regulations.

20.0499 Food Management, Production, and Services, Other. Any instructional program in food production, management, and services not described above.

20.05 Home Furnishings and Equipment Management, Production, and Services. A group of instructional programs that prepare individuals in the entire spectrum of home furnishings and equipment. Includes instruction in assisting purchasers in selecting and maintaining suitable home furnishings and/or equipment; assisting interior designers, decorators, or professional home service directors; making slipcovers, draperies, curtain and window treatments, and upholstery; and designing accessories such as floral arrangements or decorations.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

20.0501 Home Furnishings and Equipment Management, Production, and Services, General. An instructional program that generally prepares individuals in the entire spectrum of home furnishings and equipment. Includes instruction in assisting purchasers in selecting and maintaining suitable home furnishings and/or equipment; assisting interior designers, decorators, or professional home service directors; making slipcovers, draperies, curtain and window treatments, and upholstery; and designing accessories such as floral arrangements or decorations.

20.0502 Custom Drapery and Window Treatment Design/Making. An instructional program that prepares individuals to custom design and construct draperies and other window treatments. Includes instruction in art principles, color design, textiles, fabrics, and finishes; selecting appropriate fabrics; measuring and determining materials needed; determining cost of materials and labor; constructing various types of draperies and other window treatments; using chemical or other finishes to prolong the life of fabrics; and installing draperies or other window treatment fixtures and other materials.

20.0503 Custom Slipcovering and Upholstering. An instructional program that prepares individuals to upholster, reupholster, repair, and slipcover home furnishing items in accordance with customer specifications. Includes instruction in art principles, color schemes, textures, designs, and textiles; selecting fabrics, trims, and finishes appropriate for the particular item(s); measuring and determining cost of materials and labor; identifying and using chemical treatments that prolong the life of fabrics or materials; and constructing and using latest techniques and methods for upholstering, reupholstering, repairing, and slipcovering the various types of home furnishings.

20.0504 Floral Design. An instructional program that prepares individuals to design and fashion floral arrangements and decorations. Includes instruction in selecting appropriate containers, flowers, and accessories for special occasions or events such as weddings, dinners, banquets, and holiday celebrations; working with consumers, decorators, or caterers to plan and design floral arrangements that are appropriate and within cost limitations; arranging various floral decorations for a variety of settings, including households and commercial businesses; and packaging and delivering the decorative arrangements.

20.0505 Home Decorating. An instructional program that prepares individuals in processing procedures, observations, and techniques essential to the development of designs for home environments.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

20.0506 Home Furnishings Aide. An instructional program that prepares individuals to assist customers in the selection of home furnishings and accessories to meet individual needs, preferences, and budgets. Includes instruction in how to assist interior designers/decorators in planning and decorating customer homes or offices; constructing draperies, window treatment items, and other home accessories; and coordinating arrangements of furniture, samples, and accessories in stores.

20.0507 Home-Service Assisting. An instructional program that prepares individuals to assist professional home-service directors in demonstrating various kinds of large and small appliances and/or household equipment to consumers; in selecting, using, and caring for equipment for maximum consumer satisfaction and energy conservation; and in the planning of kitchens, laundry areas, and other work places in homes, churches, community centers, schools, and other institutions.

20.0599 Home Furnishings and Equipment Management. Production, and Services, Other. Any instructional program in home furnishings and equipment management, production, and services not described above.

20.06 Institutional, Home Management, and Supporting Services. A group of instructional programs that prepare individuals for occupations in institutional/executive housekeeping; hotel/motel housekeeping; commercial cleaning; provision of services to the aged in their homes and in institutions; assistance in the management of household tasks; and assistance to consumers in decision making in relation to housing, food, clothing, community resources, and other homemaking concerns.

20.0601 Institutional, Home Management, and Supporting Services, General. An instructional program that generally prepares individuals for occupations in institutional/executive housekeeping; hotel/motel housekeeping; commercial cleaning; provision of services to the aged in their homes and in institutions; assistance in the management of household tasks; and assistance to consumers in decision making in relation to housing, food, clothing, community resources, and other homemaking concerns.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

20.0602 Companion to the Aged. An instructional program that prepares individuals to assist aged persons with personal, social, and business affairs, including grooming and dressing; care for clothing and household linens; preparation and service of meals; practice of safety measures to prevent accidents; keeping house; answering correspondence and paying bills; outings for exercise or social activities; and reading, playing games, playing cards, or other entertainment activities. Programs prepare individuals to perform other duties to protect or promote the well-being of the aged/elderly by assisting them in living independently in their own homes, thus preventing adverse effects of isolation and loneliness.

20.0603 Consumer Aide/Assisting. An instructional program that prepares individuals to assist consumers in making wise and satisfying selections and rational decisions in the marketplace. Includes instruction in preparing menus or recipes using food specials or in-season foods; posting unit costs; demonstrating new food products and equipment; advising consumers on the use, care, and storage of products and equipment; preparing information exhibits, displays, and handouts; performing personal shopping services; and performing other activities that are appropriate in meeting the needs of consumers.

20.0604 Custodial Services. An instructional program that prepares individuals to clean and care for buildings; fixtures; furnishings; floor surfaces such as linoleum, plastic, terrazzo, title, rugs, and wood; and wall coverings such as panel, paint, plastic, wood, and synthetic materials. Instruction is given in using and caring for tools; dusting, wet mopping, scrubbing, waxing, and refinishing surfaces; cleaning toilets, windows, and walls; applying various cleaning agents, protective coatings, and disinfectants; scheduling work; and purchasing custodial supplies.

20.0605 Executive Housekeeping. An instructional program that prepares individuals to clean and care for floors, floor coverings, walls, woodwork, windows, window treatments, furnishings, and equipment; make beds; launder and store household linens; and use cleaning and sanitizing compounds, fluids, and chemicals correctly to protect health and safety of individuals. Advanced instruction and training prepare learners to assume executive housekeeping duties such as establishing standards and procedures for housekeeping staff; planning work schedules; making recommendations to management for repairs, replacement, or relocation of furnishings, equipment, or space; keeping inventories of supplies and equipment; and evaluating performance of staff with recommendations for promotion or dismissal.

SECTION I

HOME ECONOMICS RELATED OCCUPATIONS

20.0606 Homemaker's Aide: An instructional program that prepares individuals to assist homemakers in the management and operation of the home. Includes instruction in the care and guidance of children; care of the aged or convalescent; meal planning, marketing, and food preparation and service; laundering and caring for clothing and household linens; cleaning and caring for home furnishings, household furnishings, and household equipment; overall management and decision making; and interpersonal relationships.

20.0607 Therapeutic Recreation Aide. An instructional program that prepares individuals to assist a therapeutic recreation technician in providing recreational activities to patients. Instruction may be given in collecting, setting up, ordering, and storing equipment and supplies; maintaining records; escorting patients between nursing units and therapy centers; and maintaining cleanliness and order in treatment areas.

20.0699 Institutional, Home Management, and Supporting Services, Other. Any instructional program in institutional, home management, and supporting programs not described above.

20.99 Vocational Home Economics, Other. A group of instructional programs in vocational home economics not described above.

20.9999 Vocational Home Economics, Other. Any instructional program in vocational home economics not described above.

04.05 Interior Design. A group of instructional programs (see 04.0501).

04.0501 Interior Design. An instructional program that describes the processes, procedures, observations, and techniques essential to the development of designs for interior environments.

SECTION I

NEW JERSEY COOPERATIVE VOCATIONAL EDUCATION PROGRAM GUIDELINES

The New Jersey State Department of Education, Division of Vocational Education, has developed program guidelines for New Jersey Cooperative Vocational Education. It is imperative that the teacher-coordinator become thoroughly familiar with these guidelines and that she/he refer to them whenever there is a procedural question.

PLEASE KEEP THIS SECTION OF THE HANDBOOK UPDATED BY INSERTING NEW GUIDELINES AS THEY ARE ISSUED.

NOTES:

SECTION I

NEW JERSEY COOPERATIVE VOCATIONAL EDUCATION PROGRAM GUIDELINES

New Jersey State Department of Education
Division of Vocational Education
CN 500
Trenton, New Jersey 08625

NEW JERSEY COOPERATIVE VOCATIONAL EDUCATION
PROGRAM GUIDELINES
Revised July, 1984

DEFINITION: Cooperative vocational education is a program in which students work toward career goals and graduation credit through a combination of regularly scheduled part-time paid employment and related classroom instruction. Cooperative vocational education programs that these guidelines address are as follows:

Cooperative Agricultural Education (CAE)
Marketing Education (ME)
Cooperative Health Occupations Education (CHO)
Cooperative Home Economics Education (CHE)
Cooperative Office Education (COE)
Cooperative Industrial Education (CIE)

I. WORKING HOURS

The school and the teacher-coordinator have the responsibility of assuring that the employment of cooperative vocational education students is legal, educationally sound and does not jeopardize the students' health or well being.

A. Work Week

1. A minimum of fifteen hours per week, which may be averaged; shall be worked by cooperative vocational education students.

2. Classified handicapped students shall work a minimum of ten hours per week.

3. Supervision on the job must be provided by the teacher-coordinator for cooperative vocational education students who work during school hours, beyond school hours and when school is not in session.

SECTION I

NEW JERSEY COOPERATIVE VOCATIONAL EDUCATION PROGRAM GUIDELINES

4. Cooperative vocational education students may work a maximum of five hours in any school day. Eight hours may be allowed when school is not in session. The total hours shall not exceed 33 in any six day work week. Supervision must be provided by the school for the extended period of employment.

5. No cooperative vocational education student between 16 and 18 years of age shall work beyond 11:00 p.m.

NOTE: Exceptions to the above must be requested and approved in writing through application by the local education agency administration to the specific program specialist, Division of Vocational Education, using an exemption form supplied by the Division indicating:

a. How supervision on the job will be provided (i.e., nights, Sundays, holidays).

b. How the time period between leaving school and arriving at work is kept to a minimum.

Under no circumstances should requests be made for additional hours or occupational pursuits prohibited by other state or federal child labor regulations.

II. STUDENTS

A. Selection

1. All students must be 16 years of age or older.

2. Cooperative vocational education programs shall be open to all students 16 years or older who need, want or can benefit from such a program.

3. The prospective cooperative vocational education student must make application and be interviewed by the teacher-coordinator in conjunction with guidance personnel.

4. Each student will be tested and counseled to determine those occupations best suited to her/his career objective.

5. When a student must decide between existing cooperative vocational education programs, the choice of program will be determined by the student's career objective.

SECTION I

NEW JERSEY COOPERATIVE VOCATIONAL EDUCATION
PROGRAM GUIDELINES

B. Performance

1. The teacher (See III.C.) or teacher-coordinator shall evaluate the student's related instruction.

2. The teacher-coordinator and the employer shall evaluate in writing the student's on-the-job performance at least once per marking period.

C. Transportation

1. Students must provide their own transportation to and from work but must have parental permission to do so.

2. If a licensed student 18 years or older drives on an incidental only basis as part of the job responsibility, insurance must be provided by the employer.

D. Employment

1. The teacher-coordinator has total responsibility for the student's on-the-job placement.

2. Employment must be appropriate to the student's skill, abilities and career goals. It should represent a bonafide training program, be a true learning situation, have an absence of exploitation and comply with safety standards.

3. The teacher-coordinator in conjunction with the employer shall determine the student's continuance, termination or change in job.

4. A Temporary Alternate Plan must be developed for cooperative vocational education students who are TEMPORARILY unemployed because of adverse economic conditions, documented medical reasons or other reasons.

III. RELATED INSTRUCTION

A. Related instruction shall develop competencies including safety instruction: (1) needed by all workers, (2) needed by workers in an occupational area, (3) needed by workers of a specific occupation only, (4) needed by a particular worker in her/his place of employment only. This will require organized learning experiences in total class activities, small group activities, and individual activities in the classroom.

SECTION I

NEW JERSEY COOPERATIVE VOCATIONAL EDUCATION PROGRAM GUIDELINES

B. The teacher-coordinator shall meet every student for related instruction a minimum of 200 minutes per week.

C. When an alternative to item B above is utilized, an educational plan, describing how the related curriculum will be delivered, must be developed. This plan must be signed by the chief school administrator, approved by the county office and forwarded to the Division of Vocational Education.

D. A maximum of 15 credits and one final grade shall be earned in a ten month period (September through June) for satisfactory completion of on-the-job training and related instruction.

IV. TRAINING STATION

Student employment conditions will be in accordance with the following:

A. Employers must assign a qualified supervisor or skilled worker(s) who will be responsible for the training function of cooperative vocational education students.

B. The employer must pay minimum wages (State or Federal, whichever is higher) or salaries comparable to those paid other beginning workers in the same type of work and provide all worker benefits to which other part-time workers are entitled.

C. Employers must have adequate equipment and other facilities necessary to achieve the training objective.

D. Employers must show evidence of health-safety consciousness and provide appropriate safety training and personal protection.

E. Employers must provide workers' compensation coverage for cooperative vocational education students.

F. Employers must sign a written training agreement and training plan with the school indicating the specific nature of the training to be offered and their acceptance of the conditions of the training plan.

G. All training stations in which hazardous tasks are performed (as defined in Bulletin 101 from the U.S. Department of Labor and the New Jersey Child Labor Laws) must be registered with the New Jersey State Department of Education.

H. Employers must observe all State and Federal labor laws.

V. TEACHER-COORDINATOR

A. Certification

1. The teacher-coordinator must hold a valid New Jersey teaching certificate in the specific program area for which she/he coordinates and must be appropriately certified as a teacher-coordinator in that discipline.

2. In any discipline where there are fewer than ten students to warrant hiring a certificated teacher-coordinator from that discipline, the district must develop alternative arrangements for providing both on-the-job coordination and related instruction (i.e., hiring appropriately certificated person(s) on a per diem basis; forming a consortium with other schools to provide the cooperative experience). A request for this alternative must be signed by the chief school administrator, approved by the county office and forwarded to the Division of Vocational Education.

B. Schedule

1. The teacher-coordinator must observe each student on-the-job at least once every two weeks. About 50 percent of a normal teaching day should be allotted for this purpose.

2. In addition to the normal teaching day, the teacher-coordinator shall perform supervisory cooperative education duties when students are placed on the job during the following periods:

a. During the summer.

b. Beyond the normal teaching day.

c. On Saturdays, Sundays, holidays and school year vacation periods (i.e., spring break).

SECTION I

NEW JERSEY COOPERATIVE VOCATIONAL EDUCATION PROGRAM GUIDELINES

C. Evaluation

1. The teacher-coordinator shall prepare cooperative vocational education program evaluation and follow-up as required by the State Department of Education.

2. New teacher-coordinators should participate in in-service workshops conducted or sponsored by the State Department of Education.

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SECTION I

THE ROLE OF THE STATE DEPARTMENT OF EDUCATION

If you require assistance in promoting, planning, implementing, conducting or evaluating a Cooperative Home Economics Education program or have a question about any phase of the program, the staff of the State Department of Education is available to provide technical assistance.

As noted in the history, federal funds have been instrumental in the development and implementation of C.H.E. programs. State staff can also provide information regarding current legislation and funding resources.

Write: HOME ECONOMICS AND CONSUMER EDUCATION
DIVISION OF VOCATIONAL EDUCATION
NEW JERSEY STATE DEPARTMENT OF EDUCATION
CN 500
TRENTON, NEW JERSEY 08625

Telephone: 609-292-6580

CHE

COOPERATIVE HOME ECONOMICS EDUCATION

SECTION II

PLANNING THE PROGRAM

COOPERATIVE HOME ECONOMICS EDUCATION OBJECTIVES

STEPS IN INITIATING AND ORGANIZING A COOPERATIVE VOCATIONAL EDUCATION PROGRAM

THE TEACHER-COORDINATOR

THE COMMUNITY AND SURROUNDING AREAS

THE SCHOOL

THE STUDENTS

THE PARENTS/GUARDIANS

PUBLIC RELATIONS

SECTION II PLANNING THE PROGRAM

COOPERATIVE HOME ECONOMICS EDUCATION OBJECTIVES

PROGRAM OBJECTIVES:

To provide students with experience in productive work under conditions of regular employment.

To promote in students the feeling of self-respect and achievement.

To help students understand the importance of being able to follow directions and to accept supervision.

To develop sound concepts of personal money management, both through the firsthand experience of being a wage-earner and from related instruction.

To provide the opportunity for making an intelligent and realistic career choice.

To help students make a smooth transition from high school to full-time employment upon graduation.

To assist students in attaining employable skills.

To provide holding power for students for whom the traditional curriculum is no longer meaningful.

To establish positive attitudes toward work and to encourage good working habits.

To introduce an added opportunity for personal growth through the development of self-reliance.

To stimulate students' appreciation of school and school-related objectives.

To motivate students to be aware of the need for good personal grooming, acceptable attitudes and an ability to work well with others.

SECTION II

STEPS IN INITIATING AND ORGANIZING A COOPERATIVE VOCATIONAL EDUCATION PROGRAM

Before initiating and organizing a cooperative vocational education program, it is advisable to formulate a written plan of the procedures to be followed. The activities listed here should be included in the plan; however, the sequence will depend upon the particular school and community.

Since a member of the home economics department will most likely be involved in the planning of the program, it would be advisable to review the state certification requirements for a teacher-coordinator and identify potential candidates from the home economics staff.

An early selection of this key person would be helpful in the development of the program and would enable the person selected to follow the suggestions listed below.

DEVELOPING PROGRAM SUPPORT

Discuss program with your supervisor, the curriculum coordinator, the principal, the superintendent, and members of the Board of Education and acquire their support.

Request assistance from the State Department of Education, Division of Vocational Education, Home Economics and Consumer Education Project in establishing a cooperative vocational education program.

Identify and invite representatives of business, labor, and management to discuss the relationship between a C.H.E. program and the community employment needs. This group could serve as an ad hoc advisory committee.

Explore the possibility of vocational education funding for the initiation of the program. If appropriate, develop and submit a formal proposal/request for funding to the State Department of Education following proper channels.

PERSONNEL

Appropriate personnel should attend workshops, meetings, conferences and in-service workshops sponsored by the State Department of Education and/or professional groups.

Appropriate personnel should visit other schools with C.H.E. programs.

Appropriate personnel should familiarize themselves with the New Jersey Cooperative Home Economics Education Handbook.

Appropriate personnel should familiarize themselves with the FHA/HERO State Program of Work.

SECTION II

STEPS IN INITIATING AND ORGANIZING A COOPERATIVE VOCATIONAL EDUCATION PROGRAM

COMMUNITY SURVEY

Survey the community and surrounding area to determine occupational training opportunities. Employers should be interviewed to discover their willingness to employ cooperative vocational education students and participate in the program.

Review the employers' facilities to determine their suitability as sites for training students.

Determine actual job/employment opportunities.

Survey school community to determine potential student enrollment.

STUDENT SELECTION AND GUIDANCE

Meet with parents/guardians (P.T.A., P.T.O.), to inform them of the expectations of the program. (Option--send letter/flyer/ brochure to parents/guardians).

Talk to students in homeroom, assembly, study halls, home economics classes, etc. Describe the program and how it could help them. Develop student application form and distribute to all interested students. (Appendix 1 a-b)

Teacher-coordinator selects students by career goals and then interviews appropriate students for final selection for program. If one assembly is held to recruit students for all cooperative vocational education programs in the school, it will prove helpful if each cooperative vocational education program uses a different colored application blank. This will facilitate the separation of applications.

Meet with guidance staff to inform them of program goals and to enlist their aid in recruitment.

PROGRAM PLANNING

Plan a course of study for the related class.

Plan a budget to include summer work time for teacher-coordinator, travel expenses, extra time for supervision outside of school hours, classroom supplies, audio-visual aids and career reference materials.

SECTION II

STEPS IN INITIATING AND ORGANIZING A COOPERATIVE VOCATIONAL EDUCATION PROGRAM

PROGRAM PLANNING--(continued)

Provide adequate classroom facilities and resources for related instruction.

Arrange "in-school" and "out-of-school" schedules for students.

Arrange for students to be interviewed by approved employers. Placement of students should follow only after a training agreement has been signed by all parties and after working papers for students have been obtained.

PUBLICITY

Prepare a brochure which describes your C.H.E. program.

Acquaint the school staff with the program.

Meet with parents of students selected for the program to inform them of the objectives of the program for the student and what the school expects from the student. (Option: send letter to parents outlining objectives and important rules and regulations of the program.)

Release articles to newspapers describing the program and its values.

EVALUATION

Develop a plan for an ongoing evaluation of the program.

Organize a procedure for follow-up studies of students.

FINAL APPROVAL

Obtain formal approval of program from local Board of Education.

Complete form CI-1070, Application for Approval of Proposed Changes in Secondary School Program and submit to the County Office of Education for State Board of Education approval. (Appendix 2)

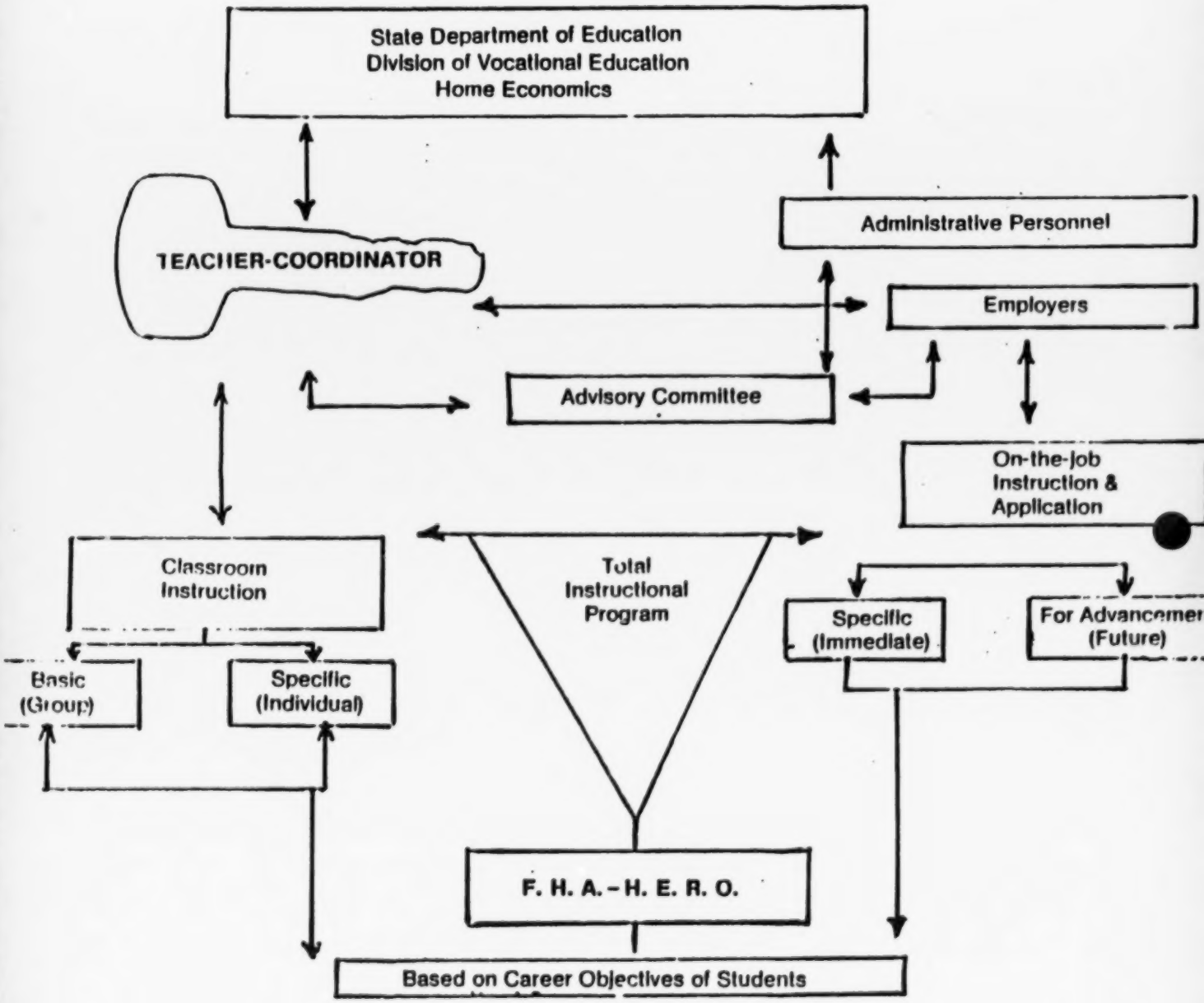
SECTION II

STEPS IN INITIATING AND ORGANIZING A COOPERATIVE VOCATIONAL EDUCATION PROGRAM

NOTES:

SECTION II

THE TEACHER-COORDINATOR



THE TEACHER-COORDINATOR IS THE KEY TO THE SUCCESS OF THE COOPERATIVE HOME ECONOMICS EDUCATION PROGRAM AND MUST BE DEEPLY INVOLVED WITH EVERY ASPECT OF THE PROGRAM.

SECTION II

THE TEACHER-COORDINATOR

TEACHER-COORDINATOR CERTIFICATION

> COOPERATIVE EDUCATION IS A WELL-DEVELOPED INSTRUCTIONAL PROGRAM WHICH REQUIRES A CERTIFIED TEACHER-COORDINATOR TO ORGANIZE THE LEARNING ACTIVITIES OF STUDENT-TRAINEES AROUND THEIR CAREER INTERESTS AND GOALS.

The requirements for certification as a teacher-coordinator of a Cooperative Vocational-Technical Education Program follows:

*CERTIFICATE: Educational Services

ENDORSEMENT: Teacher-coordinator, Cooperative Vocational-Technical Education Programs

AUTHORIZATION:

This endorsement is required for the position of teacher-coordinator of cooperative vocational-technical education in the occupational area(s) of agriculture education, marketing education, health occupations, home economics education, business education, and Work Experience Career Exploration Program (WECEP). The endorsement entitles the holder to teach related vocational-technical subjects in the appropriate occupational area(s) designated on the certificate and to act as liaison between the school and the cooperating employer's training station in the respective subject area(s).

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*State of New Jersey. (1976). Department of Education, Division of Field Services, Bureau of Teacher Education and Academic Credentials. Regulations and Standards for Certification. Trenton, NJ: Bureau of Teacher Education and Academic Credentials.

SECTION II

THE TEACHER-COORDINATOR

REQUIREMENTS:

I. A regular New Jersey instructional certificate. (The appropriate instructional certificate for WECEP may be any standard certificate in vocational education, industrial arts, or home economics.)

II. Successful completion of one of the following:

A. Two years of teaching in the occupational area to be coordinated, plus two years of approved occupational experience. (A WECEP teacher-coordinator will be required to document two years of teaching under a New Jersey instructional certificate, plus two years of approved occupational experience.)

OR

B. A combination of an approved bachelor's degree, a college curriculum that includes a practicum in the occupational area to be coordinated, and a program of directed occupational field experience offered as part of a college curriculum directly related to the area to be coordinated.

III. A program of college studies including one of the following:

A. An approved program--a college curriculum approved by the New Jersey State Department of Education as the basis for issuing this endorsement. (See listing of New Jersey colleges and universities offering approved programs.)

OR

B. A program of college studies including at least one course in each of the following areas:

1. Principles and philosophy of vocational-technical education

2. Problems in organizing and teaching cooperative education programs

3. Curriculum construction in vocational-technical education

4. Vocational guidance

SECTION II

THE TEACHER-COORDINATOR

IV. All personnel employed as teacher-coordinators as of September 30, 1976, must complete the requirements for a teacher-coordinator's certificate by June 30, 1980.

APPROVED PROGRAMS:

The following New Jersey colleges and universities offer approved teacher education programs for this endorsement:

Glassboro State College:	ND
Jersey City State College:	ND
Montclair State College:	G and ND
Rutgers Graduate School of Education:	G
Rutgers--University College:	ND

U - Undergraduate
G - Graduate
ND - Non-degree

SECTION II

THE TEACHER-COORDINATOR

GENERAL QUALIFICATIONS FOR THE TEACHER-COORDINATOR:

A teacher-coordinator should have the personal qualifications necessary to organize, administer, and carry out an effective cooperative vocational education program. The teacher-coordinator is the liaison between the school, the employers, and the community at large.

The teacher-coordinator plays many roles including teacher, vocational counselor, employment agent, public relations specialist, training expert, and supervisor-liaison officer. The teacher-coordinator must have a genuine interest in people and the expertise to work with them.

THE TEACHER-COORDINATOR SHOULD:

Have skills in administration, supervision and counseling, as well as in teaching.

Have the ability to maintain effective relationships with employers in various employment fields, labor leaders, school administrators, faculty, parents of students, and students.

Be enthusiastic, adaptable, and eager to work in assisting young people in becoming competent employees.

Be alert to current occupational needs and possible future job/employment opportunities in home economics related services.

Be able to incorporate these occupational needs into instructional programs.

Be systematic in organizing time and keeping accurate records.

Be professional in all contact with all persons involved in the program.

Be able to initiate and maintain an effective public relations program for the cooperative vocational education program.

Above all, the teacher-coordinator must be a versatile, talented, understanding, and sincere educator with the ability to adapt to many changing roles and situations.

SECTION II

THE TEACHER-COORDINATOR

RESPONSIBILITIES OF THE TEACHER-COORDINATOR:

Once the teacher-coordinator is selected to establish a program, that teacher must be ready to carry out the duties listed below.

COMMUNITY SURVEY - conduct a community survey to ascertain job market and job opportunities.

ADVISORY COMMITTEE - organize, meet and work with an advisory committee.

SELECTION OF TRAINING ESTABLISHMENTS - find local employers who are willing to cooperate with the school in the training of students and who will, in cooperation with the on-the-job supervisor, help develop a training plan for each student.

SELECTION OF STUDENTS - work with school guidance personnel to recruit and select students with the interest, ability, and aptitude to profit from such a program.

STUDENT PLACEMENT - after conferring with students to determine career goals, arrange interviews for them at potential training establishments.

GUIDANCE AND COUNSELING SERVICES - provide vocational guidance services for students interested in cooperative vocational education and counsel students about personal problems and problems encountered on the job.

PARENTAL CONFERENCE - conduct conference with parents/guardians to explain the program and whenever necessary, throughout the year.

TRAINING AGREEMENT - agreement must be signed by student, employer, school representative and parent(s)/guardian(s). (Appendix 3)

RESPONSIBILITIES TO STUDENTS - assist students to obtain work permits, social security cards, and health certificates. Develop a training plan for each student in cooperation with her/his job supervisor.

RELATED IN-SCHOOL INSTRUCTION - develops courses of study, provide general and specific related instruction for student-trainees in at least one school period daily, coordinate in-school instruction with the students' on-the-job experience, and keep current occupational reference materials for the students' use.

SECTION II

THE TEACHER-COORDINATOR

RESPONSIBILITIES OF THE TEACHER-COORDINATOR--(continued):

ROOM LIBRARY - maintain an updated reference library for related instruction.

VOCATIONAL STUDENT ORGANIZATION ACTIVITIES - organize and sponsor FHA-HERO activities for students enrolled in Cooperative Home Economics Education.

SUPERVISORY VISITS - make supervisory visits to students' training stations to evaluate students' progress. (Appendix 4 a-b)

STUDENT CONFERENCES - allocate a certain amount of time per student per week for conferences to discuss their progress and any job-related problems.

EMPLOYER CONFERENCES - confer with students' on-the-job supervisor at regular intervals to check students' progress and secure information for work/theory coordination.

APPOINTMENT SCHEDULE - develop a daily appointment schedule and keep an accurate record of employer visitations and supervision time.

REPORTS - complete accurately and submit necessary local and state reports.

FOLLOW-UP STUDIES - conduct regular follow-up studies of cooperative vocational education graduates.

PUBLIC RELATIONS - inform faculty, students, and community about the program and develop a strong ongoing program of public relations.

BUDGET - assist in preparing the cooperative vocational education budget and help in planning facilities, equipment and supplies needed to implement the program.

SELF-IMPROVEMENT - attend professional workshops and conferences.

PARTICIPATION IN PROFESSIONAL ORGANIZATIONS - maintain active membership in appropriate professional organizations. (Appendix 5 a-b)

SECTION II PLANNING THE PROGRAM

THE COMMUNITY AND THE SURROUNDING AREA

ASSESSING JOB OPPORTUNITIES

Personally Know the Community and the Surrounding Area

Drive around the community. Look for business signs, stores, and industries. Learn where people work and what type of work is available in the area.

Walk through the "downtown" area. Walk the plazas and the malls. Note the large stores and the small shops.

Read the local and area papers. Review the "help wanted" ads and business advertisements.

Talk to the people. Introduce yourself. Make yourself known.

Shop and buy at local and area stores as much as possible. Make positive comments about the store and/or merchandise when talking to the employees and manager.

Eat in local and area restaurants, luncheonettes, etc.

Use Your Advisory Committee

Let the members help you survey the job opportunities in the area. Develop a survey form, divide the area into geographic areas or by types of occupations. Ask members to report findings at end of set time period.

Know the Area Service Clubs and Organizations

Contact the chamber of commerce. Obtain a list of businesses and organizations in the area. Ask to speak at a meeting.

Hand out your business cards. Let everyone know about the program.

Develop a brochure explaining the program and its value to employers and the community. Distribute to interested people.

Contact Employment Agencies

Request current information on job opportunities in the area.

SECTION II

THE COMMUNITY AND THE SURROUNDING AREA

ASSESSING JOB OPPORTUNITIES--(continued)

Newspaper Release

Write an article to be placed in the local paper explaining the program and the advantages to employers. Ask interested employers to contact you.

Telephone Directory

Save time by using the classified section of your telephone directory. Group businesses into geographical areas.

Guidance Department

Speak with any counselor who does job placement.

Request the secretary to notify you of any employer inquiries.

Review follow-up studies of graduates for types of employment.

THE ADVISORY COMMITTEE *(Also, A.III.53.)

Why An Advisory Committee?

In planning any program for a public school, it is essential that provisions are included for good communication with the public served by the school. The school should be aware of the educational needs of the community as viewed by the public and the public should be aware of the educational programs that are being offered to its children by the school.

Advisory committees provide this necessary communicating link. They are made up of representative laymen, recognized and respected experts in their own fields, who help educational authorities build valuable programs based on the real needs of the community.

Cooperative vocational education, more than any other type of education, needs close cooperation with the community. It needs the periodic help and criticism of the people working in the area to be sure its training courses are up to date and that its preparation for work is realistic.

SECTION II

THE COMMUNITY AND THE SURROUNDING AREA

THE ADVISORY COMMITTEE--(continued)

What is an Advisory Committee?

A group of representative adults from the community and surrounding area who advise, plan and consult with the teacher-coordinator and administration to provide broad community contacts, maximum use of area resources and realistic student training. These people represent local business, industry, service and professional organizations, the PTA, unions, etc.

AN EFFECTIVE ADVISORY COMMITTEE ADDS STRENGTH TO THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM

An Advisory Committee is Required

New Jersey guidelines for vocational-technical education funding applications, the New Jersey State Plan for Vocational Education, the Federal Vocational Education Act, and the Carl D. Perkins Vocational Education Act of 1984, require that applications for funds be developed in consultation with and be reviewed by a local advisory committee prior to submittal. A "Statement of Assurance" that an advisory committee has been formed as well as a list of names and affiliations of the members, must be maintained on file in the office of the local educational agency, and submitted to the State Department of Education upon request.

For current and complete information, refer to the publication, "Policies and Procedures Governing the Vocational Application Process." This publication may be obtained from:

New Jersey State Department of Education
Division of Vocational Education
CN 500
Trenton, New Jersey 08625

ATTENTION: Assistant Commissioner of Education

SECTION II

THE COMMUNITY AND THE SURROUNDING AREA

THE ADVISORY COMMITTEE--(continued)

It should also be noted that the New Jersey Administrative Code (N.J. AC 6:43-2.7a-2) states:

> "The program of instruction shall be developed and conducted in consultation with employers and other individuals or groups of individuals (such as local advisory committees) having skills in and substantive knowledge of the occupational fields included in the instruction."

What are the Functions of the Advisory Committee?

The committee can assist school personnel by:

Reviewing the goals and objectives of the cooperative vocational education program.

Explaining the cooperative vocational education programs to their friends and co-workers.

Reviewing the content of courses to be taught to ascertain whether or not they are vocationally sound and are in keeping with the occupational needs of the community.

Discussing ways and means of relating in-school learnings to on-the-job instruction.

Discussing local employment opportunities and standards.

Speaking on behalf of employers and employees from specific occupational groups in the community.

Advising on the type of skills, knowledge, and attitudes needed to prepare students for entering into a specific occupation.

Recommending physical facilities and types of equipment needed for a specific occupational program.

Recommending standards of competency and achievement which are necessary for entry into employment and promotion within an occupational area.

Assisting with an evaluation of the program of instruction.

Suggesting ways for improving the dissemination of program information to potential students and employers.

SECTION II PLANNING THE PROGRAM

THE COMMUNITY AND THE SURROUNDING AREA

THE ADVISORY COMMITTEE--(continued)

Keeping the school informed on current specific needs and changes in the labor market.

Providing a means for the school to inform the community of needed occupational programs.

Assessing program needs in terms of the needs of the community.

Assisting in long-term program planning.

AN ADVISORY COMMITTEE CAN BE A GOOD PUBLIC RELATIONS DEVICE

Organizing the Committee

Size

The size of the program and the community determines the number of members. A committee of eight to twelve members is usually adequate. Too large a committee may have problems in functioning and reaching agreements.

Composition

The following may be represented:

All major occupational groups
All levels of management
Community leaders
Civic organizations
Unions
Alumni of the program
Newspapers
Student representatives
Various geographic areas of the community
School representation (See ex officio members)

NOTE: A member may represent more than one area.

Selection of Members

Because each person serving on an advisory committee is important to its success, great care should be taken in the selection of members.

SECTION II

THE COMMUNITY AND THE SURROUNDING AREA

THE ADVISORY COMMITTEE--(continued)

Keep in mind:

The variety of contributions the person can make
The person's role in the community
The person's interest in helping young people
Dependability of the person

CARE SHOULD BE TAKEN TO SELECT INFORMED AND CAPABLE INDIVIDUALS

Ex Officio Members

One of the best and yet most convenient ways of relaying accurate information to appropriate school personnel is to have them serve in an ex officio capacity on the advisory committee.

Ex officio members could include:

President or member of the Board of Education
The Superintendent
The Principal and/or Assistant Principal
The Guidance Director or a counselor
An interested faculty member

These ex officio members will attend meetings to become more informed and will contribute only when included as a planned part of the agenda.

Term of Office

A plan should be developed for the rotation and replacement of members. Usually a member serves from one to three years.

A committee is usually most effective with a balance of new and experienced members. This mixture provides continuity of thought and expertise in the planning, execution, and evaluation of projects which extend beyond a one-year period.

SECTION II

THE COMMUNITY AND THE SURROUNDING AREA

THE ADVISORY COMMITTEE--(continued)

Officers

Chairperson...

It is suggested that the chairperson of the advisory committee be a lay person who will work closely with the administration and the teacher-coordinator.

Duties include:

Presiding at all meetings
Acting as the discussion leader
Assisting in the preparation of the agenda
Appointing committees to accomplish tasks
Acting as ex officio member of all committees

Secretary...

It is sometimes advantageous to have a member of the school staff in this role as it often expedites the duplication and mailing of materials to the members.

Duties include:

Mailing the agenda to all members before each meeting
Taking the minutes at each meeting
Mailing each member a copy of the minutes of each meeting
Reproducing and mailing any other forms and materials as necessary
Notifying members of time and place of meeting
Arranging for the meeting place

Meetings

It is important that meetings be held every year. However, there is no accepted policy as to the number of meetings that should be held each year. Meetings may be scheduled at regular intervals or be called whenever necessary. Many active committees meet whenever important business must be conducted so the number of meetings may vary from year to year.

Few members have the time to meet just for the sake of meeting. This waste of time may also cause members to lose interest and become inactive.

A BUSY PERSON GETS THE WORK DONE

SECTION II

THE COMMUNITY AND THE SURROUNDING AREA

RESPONSIBILITIES OF PROSPECTIVE EMPLOYERS

The Employer Should:

Be willing to sign a written training agreement with the school indicating the specific nature of the training to be offered and the acceptance of the conditions of the training plan.

Provide general safety instruction for the training establishment premises and any individual safety instruction necessary to ensure safe performance by the student-trainee of all job operations required of her/him.

Show evidence of health/safety consciousness and practices including provision of employee protection.

Assign a qualified supervisor or skilled worker(s) who will be responsible for the training function and whose qualifications are certified by the teacher-coordinator.

Pay minimum wages (state or federal, whichever is higher) or salaries comparable to those paid other beginning workers in the same type of work and provide all worker benefits to which other part-time workers are entitled.

Have adequate equipment and other facilities necessary to achieve the training objective.

Provide workers' compensation coverage for cooperative vocational education students.

Observe all state and federal labor laws.

Review with the teacher-coordinator the learning experiences that will take place on the job throughout the year.

Be willing to cooperate with the teacher-coordinator by evaluating the student learner's performance on the form provided and through periodic conferences.

Be willing to permit the student to be absent from work for special school functions when proper notice has been given by the student and the teacher-coordinator.

Be willing to provide the number of working hours needed for learning to take place and to meet the requirements of the program.

SECTION II

THE COMMUNITY AND THE SURROUNDING AREA

GUIDELINES FOR THE SELECTION OF TRAINING ESTABLISHMENTS

SAFETY - the training establishment should be free of hazards that might impair the safety or health of the workers. The training establishment should have a good record of accident prevention.

HOME ECONOMICS CAREERS - the job at the training establishment should be directly related to the knowledge and skills utilized in home economics careers.

LEARNING - the training establishment should provide a variety of positive learning experiences directly related to the student-learner's career goal.

REPUTATION - the training establishment should have a good reputation for ethical business practices.

ON-THE-JOB-SUPERVISION - the student-learner should be supervised by someone competent in the knowledge and technical aspects of the occupation.

LEGAL OBLIGATIONS - all student-learners must be covered by worker's compensation insurance. All state and federal laws and regulations relative to the employment of minors must be followed. All state and federal civil rights laws must be followed.

DURATION OF JOB - training establishments should provide jobs that are on-going rather than seasonal and have possibilities for permanent full-time employment.

PROMOTIONAL POSSIBILITIES - the training establishment should provide a career ladder and/or other opportunities for promotion within a career cluster.

HOURS- the training establishment should provide working hours appropriate to the design of the program, the students, and the schedule of the teacher-coordinator. There should be a sufficient number of working hours to facilitate learning and to meet the requirements of the program.

ACCESSIBILITY - consideration should be given to the method of transportation necessary and to travel time between the school and the training establishment.

WAGES - student-learners should be paid a wage based on that paid other employees of similar experience and training.

SECTION II PLANNING THE PROGRAM

THE SCHOOL

THE SUCCESS OF THE PROGRAM DEPENDS UPON THE COOPERATION OF MANY PEOPLE

At the top of the list are the members of the administration. It is with their assistance and approval that local program policies are determined.

It is helpful if the administrators:

- -- approve all news releases and public relations ideas;
- -- know the legal responsibilities of the school;
- -- are made aware of any serious student-employer problems;
- -- receive a copy of all reports;
- -- are consulted about serious academic or disciplinary problems students may have; and
- -- define policies relating to the program.

WORKING WITH THE GUIDANCE DEPARTMENT

It is important to develop a good rapport with the members of the guidance department. The counselors have records and resources which may help you determine local career opportunities.

It is helpful if the counselors:

- -- assist in the recruitment of interested students;
- -- help you with follow-up studies;
- -- permit you to use their bulletin boards;
- -- inform you of employer calls and job openings;
- -- share career resource materials; and
- -- contact you if any of your students have problems (health, academic, family, etc.).

SECTION II

THE SCHOOL

WORKING WITH THE FACULTY

The members of the faculty have numerous contacts and abilities which may be helpful to you and your students. It is necessary for you to keep your coworkers informed of your needs and successes throughout the year.

It is helpful if the members of the faculty:

-- inform you of any academic or discipline problems your students may have;

-- are made aware of the value and objectives of the program;

-- help to reinforce student skills in specialized areas;

-- assist in the recruitment of students; and

-- inform you of any job opportunities.

WORKING WITH THE CHILD STUDY TEAM

may give you information and assistance which will lead to a better understanding of some of your students; and

may, upon request, assist you in providing academic, social, and/or emotional help for your students.

WORKING WITH THE SECRETARIAL STAFF

may assist you with the multitude of clerical duties which are a part of the program; and

may record phone messages.

WORKING WITH THE CUSTODIAL STAFF

may cooperate with you as necessary when meetings and conferences are held; and

may, when called upon, assist you with extra duties.

SECTION II

THE SCHOOL

COOPERATIVE HOME ECONOMICS EDUCATION AS PART OF THE EDUCATIONAL PROGRAM

CONSIDERATIONS

Cooperative vocational education programs shall be open to all students 16 years or older who need, want, or can benefit from such a program.

When a student must decide between existing cooperative vocational education programs, the choice of program will be determined by the student's career objective.

An appropriately certified teacher-coordinator must be employed to conduct each approved cooperative vocational education program.

Although the student should be expected to assume some responsibility for finding her/his job, the teacher-coordinator has total responsibility for appropriate placement and procedural compliance in that placement.

Supervision on the job must be provided by the teacher-coordinator for cooperative vocational education students who work during school hours, beyond school hours and when school is not in session.

Students must provide their own transportation to and from work and must have parental permission to do so. It is strongly recommended that adequate student insurance be provided.

The teacher-coordinator should, in cooperation with the employer, determine the student's continuance, termination, or change in job.

The teacher-coordinator must hold a valid New Jersey teaching certificate in the specific program area she/he is coordinating and must also be appropriately certified as a teacher-coordinator in that discipline.

Due to supervisory (extended) duties beyond the usual teacher contract and responsibilities unique to the position of a teacher-coordinator, additional monetary compensation may be provided for this position.

SECTION II

THE SCHOOL

CONSIDERATIONS--(continued)

Teacher-coordinators should be reimbursed for all travel expenses incurred while supervising and placing students on the job.

Appropriate insurance should be provided to cover the teacher-coordinator while performing her/his job.

CREDITS

A maximum of 15 credits shall be earned in a ten month period (September through June) for satisfactory completion of on-the-job training (a minimum of 540 hours for the school year) together with the related class requirements.

One final grade for credit shall be given for the combined related class and on-the-job training. The teacher-coordinator will determine what weight will be given to the grade earned in each portion of the program.

RELATED CLASS

Every cooperative vocational education student must be enrolled in a related class.

Recommended 20-24 students maximum.

The cooperative vocational education related class shall meet a minimum of 200 minutes per week (may be averaged).

The related class must be taught by the teacher-coordinator who supervises the student on the job.

STANDARDS

State guidelines define minimum standards but local standards may be established above state minimum standards to provide for unique situations peculiar to that community.

SECTION II

THE SCHOOL

POLICIES

The policies and procedures listed below can serve as suggestions for a local program of cooperative vocational education. They should not be considered as mandates, but only as examples.

Grades - the student must keep school grades in good standing each marking period and maintain an overall "C" average. If two or more subjects are failed in one marking period, the student is subject to dismissal from the program.

Attendance - the student must have regular attendance. The student may not work any day she/he is absent from school, except under unusual circumstances and then, only with the permission of the teacher-coordinator.

Students given school suspension may jeopardize their continuance in the program. If allowed to remain in the program, students are not allowed to work during that time.

Teacher and office detention have priority over work.

If a student has unexcused absences of more than five days, either disciplinary action will be taken or continuance in the program will be jeopardized.

Job Terminations - no student working under the program may sever relations with her/his employer without consent of the teacher-coordinator.

If the student is fired from the job, the coordinator will discuss the termination with the employer and will determine whether the student will be dropped from the program. Should the student be dropped, a loss of credits will result.

Two-week notification, in writing, must be given to employer and coordinator if student wishes to leave her/his job station. Continuance in the program may be jeopardized.

If a student becomes temporarily unemployed and is placed on an alternate plan, the parents/guardians will receive a letter stating this.

Parents/Guardians will receive two (2) copies of the student rules, one of which they must sign and return to the teacher-coordinator to be kept in the student file.

SECTION II

THE SCHOOL

POLICIES--(continued)

Job Placement - job placement cannot be guaranteed by the teacher-coordinator.

Students not having a job by a set date will return to the regular school program.

Transportation - the school is not responsible for private transportation.

The student should obey all motor vehicle regulations that apply both in and out of school. Such violations or loss of a driver's license are serious offenses and may jeopardize the student's participation in the program.

Personal Characteristics -

Honesty - deviation from honesty and respect will not be tolerated and will immediately cause the student to be dropped from the program with loss of total credit.

Personal Appearance - all students must conform to the dress regulations of their places of employment.

SCHOOL AND WORK COORDINATION

Schedule - students in cooperative vocational education should be scheduled for one class period per day for the related class in addition to the half day (a minimum of three periods), on the job.

The schedule should be made to accommodate the student's academic subjects, the related class period, and the work experience at the training station.

Alternate Schedule - it is advisable to provide each student with an alternate schedule substituting other subjects for the time allocated in the cooperative program. This arrangement provides for a smooth scheduling transfer if the student is unsuccessful or cannot be placed at a training station.

Time Limit - a time limit should be set for students to enter or leave the cooperative vocational education program. This time limit is based on local school policy but is usually three weeks after school has started in September or a fixed date, such as October 1.

SECTION II

THE SCHOOL

SCHOOL AND WORK COORDINATION--(continued)

Flexibility - the school, as much as possible, should remain flexible in scheduling as there may be extenuating circumstances which make it necessary for a student to enter or leave the program at another time during the school year. This exception should be determined by the administration and the teacher-coordinator(s).

Early Dismissal - student schedules should be arranged so that all academic subjects are taken consecutively as early in the day as possible leaving cooperative vocational education students available for their on-the-job training experience.

BUDGETING FOR

Administration of the Program - materials needed by the teacher-coordinator to stimulate interest in and professionally present the program to potential employers may include:

Business cards
Brochures about the program
Thank you notes
Decals, posters, and other promotional items
Employer certificates (appreciation/merit)
Student award certificates
Appointment calendar
Small index file (desk top) for employer listings
Folder for employer materials when supervising students

THE TEACHER-COORDINATOR SHOULD SUBMIT A PLAN OF EXPENSES FOR THE PROGRAM FOR THE COMING SCHOOL YEAR

Teacher-Coordinator Travel - monies should be allocated for mileage for:

Supervision of students on the job
Canvassing areas to locate jobs
Attendance at in-service meetings

If there are not enough funds to cover all expenses, the priority items should be the travel involved with the supervision of students and the locating of desirable training establishments.

SECTION II

THE SCHOOL

BUDGETING FOR--(continued)

Classroom Instruction - the related class materials should provide for general employment information, specific work skills and other subject matter covered in the class.

Materials to be ordered for the class may include:

Student loose-leaf notebooks - preferably covers with pockets inside for storage of pay stubs. These notebooks may be used for more than one year.

Bulletin board materials - safety posters, attitude posters, letters, pictures, etc.

Audio-visual materials - updated filmstrips and cassettes on job applications, interviews, work habits, money management, etc.

Reference books - Occupational Outlook Handbook, college catalogues, etc.

Magazines - Career World.

Movie rentals, career speakers.

Materials to develop alternate plans for students temporarily unemployed.

(Refer to Part B, The Curriculum, for additional suggestions.)

SELECTION OF INSTRUCTIONAL MATERIALS

Textbooks, workbooks, study guides and worksheets vary greatly in literary style and technical content. Consider the following in selecting instructional materials:

Have an adequate variety of materials for each student in each field of work.

Consider the reading ability of the students.

Select materials which can readily be related to jobs and processes at work.

Seek the employer's assistance in determining if the information is accurate, practical and up-to-date.

Materials should be reviewed for a non-sexist approach to career planning.

SECTION II PLANNING THE PROGRAM

THE SCHOOL

PHYSICAL FACILITIES FOR

Classroom Instruction

Facilities - instructional facilities should consist of a classroom which includes study tables, chairs, desks, files, bookcase, chalk boards, bulletin boards, magazine racks and a closet or large cabinet for teacher use.

Storage - storage space should be sufficient to provide for the organized storage of instructional aids and equipment, such as charts, audio-visual materials, student's notebooks, instruction sheets, reference pamphlets, magazines and books.

Location - it is advantageous to locate the classroom near the coordinator's office, the main office and/or the guidance office. This facilitates receiving telephone messages from employers, use of school records and general communication.

Administration of Program

Office - an office should be provided where the teacher-coordinator can conduct interviews and student conferences, keep student and state records, and work while the classroom is in use by another group.

Facilities - the office should contain a desk, chairs, telephone, bookcase, typewriter and filing cabinets. There should also be some type of duplicating equipment available to reproduce records when necessary.

Organization of Records

Facilities - a sufficient number of filing cabinets should be available in both the classroom and the teacher-coordinator's office for the proper organization and storage of records.

SECTION II

THE STUDENTS

STUDENT RECRUITMENT IS A COOPERATIVE EFFORT

STUDENT RECRUITMENT

The following techniques may be used:

Ask administrators, counselors, and other members of the staff to recommend students.

Consider students who are currently employed after school as likely candidates. Many employers appreciate the reinforcement of positive attitudes and the assistance given by the teacher-coordinator.

Put a display on the bulletin board in the school's main hall.

Insert notices in the daily school bulletin.

Describe offerings in the school magazine or newspaper.

Encourage students who are enrolled in these programs to solicit worthy applicants.

Take part in an assembly program using visual aids and/or career speakers.

Participate in Career Day by speaking and/or handing out information on the program which includes entry-level jobs and the career ladder.

Invite junior high school students to observe the related classes in action and report observations to their fellow classmates. Many students who had little desire to continue their education have been encouraged to remain in school because they want to enroll in one of the cooperative vocational education programs.

TALK ABOUT THE ADVANTAGES OF THE PROGRAM TO EVERYONE ON EVERY OCCASION

SECTION II

THE STUDENTS

SELECTION OF STUDENTS

STUDENT SELECTION SHOULD BE AN OUTGROWTH OF CAREFUL SCREENING

The cooperative vocational education program MUST BE SELECTIVE, and yet ready to meet the needs of all students.

Neither the teacher-coordinator, nor school guidance and administrative officials should look upon the cooperative vocational education program as a panacea for school failures and disciplinary problems. While it is true that some young people with poor school records and low ability undergo marked improvement as cooperative vocational education students, this is no reason to assume that all or even a majority of such persons are likely to achieve success in the cooperative vocational education program.

WHEN A STUDENT MUST DECIDE BETWEEN EXISTING COOPERATIVE VOCATIONAL EDUCATION PROGRAMS, THE CHOICE OF PROGRAM WILL BE DETERMINED BY THE STUDENT'S CAREER OBJECTIVE

The key word is employability. Students selected for the program must be employable or possess the potential to become employable. The following attributes are desirable.

The student....

- Possess a sincere desire to learn an occupation.
- Consents to adhere to the responsibilities involved in the program.
- Is enrolled as a full-time senior in high school.
- Is sixteen years of age or older.
- Shows the interest, ability, aptitude, maturity, and personality necessary to succeed in a cooperative vocational education program.
- Has the physical ability to handle the duties to be performed.
- Has a neat, well groomed appearance.
- Shows ability to get along with others.
- Is willing to accept a job for which the student is qualified.

SECTION II

THE STUDENTS

SELECTION OF STUDENTS--(continued)

Other considerations which may be helpful to the teacher-coordinator in selecting and placing students are:

School records
Health records
Age and class (Student must be 16 years of age and a member of the senior class.)
Conflicting extra-curricular activities
Teacher/counselor recommendations
Parental permission
Transportation
Results of conferences with students

STUDENT SELECTION AND JOB MATCH ARE CRITICAL TO STUDENT SUCCESS

Suggested Desirable Prerequisites

THERE ARE NO COURSE PREREQUISITES FOR ENTRY INTO COOPERATIVE HOME ECONOMICS EDUCATION

It is helpful if the student has had instruction in some of the following:

Early identification of career interests, aptitudes, and acquaintance with job opportunities as taught in an INTRODUCTION TO VOCATIONS course helps students to develop tentative job goals.

The basic two year home economics sequence may act as a foundation for career awareness. The following areas should have been included with career exploration in each:

Child Development, Care & Guidance
Clothing and Textiles
Consumer Education
Family/Individual Health & Safety
Family Living & Parenthood Education
Food & Nutrition
Home & Resource Management
Housing & Home Furnishings, Equipment
Personal & Family Economics
Personal & Family Relations

SECTION II

THE STUDENTS

Suggested Desirable Prerequisites--(continued)

Special focus courses may have helped students gain knowledge and develop skills. Examples may be:

Child Care and Guidance Management and Service

Clothing, Apparel & Textile Management, Production, & Services

Food Management, Production, & Services

Home Furnishings & Equipment Management, Production & Services

Institutional, Home Management and Supporting Services

Other subjects which may be helpful in the development of the knowledge and skills needed for entry level employment may include:

Art courses

Basic English grammar

Basic Mathematics courses

Business courses

Marketing Education

Physical Education

Psychology

Science

Speech

SECTION II

THE PARENTS/GUARDIANS

INFORMATION ON THE PROGRAM

Parents/Guardians can be the biggest boosters of the cooperative vocational education program if they are kept well informed.

The student rules as issued to each participant in the program should be taken home and signed by the parents/guardians so they fully understand the regulations and responsibilities involved.

Articles about the cooperative vocational education program should be included in all newsletters sent home to parents/guardians.

Parents/guardians should be invited to as many activities as possible.

Parents/guardians should be asked to approve the placement of the student on the job station.

CONFERENCES

Parents/guardians should be encouraged to come to school to discuss academic and job-related problems with the teacher-coordinator.

An appointment should be made when it is necessary for the teacher-coordinator to visit a student or the student's parents/guardians at their home.

OTHER CONTACTS

The teacher-coordinator may often meet parents/guardians as she/he visits training establishments in the community. It is advisable to develop cordial relationships with these people as this contributes to the continued success of the program.

Parents/guardians of your students may also be involved with other school organizations and activities. It is advantageous to know this as another path to good communication.

OPEN COMMUNICATION IS ESSENTIAL IN THE DEVELOPMENT OF POSITIVE RELATIONSHIPS

SECTION II

PUBLIC RELATIONS

Effective public relations should be carefully planned to inform everyone of the advantages, goals and continued progress of the cooperative vocational education program.

Effective public relations are the responsibility of the teacher-coordinator. Good public relations should be developed through her/his contacts with other teachers, students, employers, the advisory council and community leaders.

The following activities may be planned:

Use prospective employers as guest speakers. Help them to know your program and your students.

Use the bulletin board or showcase in the main hall or library to display names of cooperating employers and pictures of students on the job.

Initiate "outstanding student" or "student of the year" award through organizations in the community which contribute to the cooperative vocational education program.

Additional material telling about the cooperative vocational education program should be prepared and presented to interested groups or individuals. This material could be in the form of printed brochures, films, slides, or radio tapes.

Hold an employer-student banquet at the close of the school year.

Present certificates of merit to the cooperating employers which they can display in their establishments.

Send letters of appreciation to employers and advisory committee members at the end of the school year.

Speak to community groups, service clubs, P.T.A. and church groups about the program.

Do feature stories or articles about the program and submit to newspapers and area publications.

Administer an active and interesting vocational student organization program. (FHA/HERO)

GOOD PUBLICITY HELPS OBTAIN STUDENT EMPLOYMENT

CHE

COOPERATIVE HOME ECONOMICS EDUCATION

SECTION III

CONDUCTING THE PROGRAM

THE TEACHER-COORDINATOR

VOCATIONAL COUNSELING/CAREER DECISION MAKING

STUDENT SELECTION AND SUPERVISION

COOPERATIVE HOME ECONOMICS EDUCATION AND THE SCHOOL-TO-WORK LINKAGE

THE GRADING SYSTEM

UNEMPLOYED STUDENTS

RECORD KEEPING

MANDATED STATE REPORTS

SAFETY RESPONSIBILITIES

LEGAL CONSIDERATIONS/RESPONSIBILITIES

THE ADVISORY COMMITTEE

ONGOING PUBLIC RELATIONS

SECTION III CONDUCTING THE PROGRAM

THE TEACHER-COORDINATOR

SUMMER WORK

The continual success and future development of sound cooperative vocational education programs depend largely on the degree with which individual teacher-coordinators identify and develop good training stations where each student can learn and progress toward her/his chosen career goal. In order to achieve this desirable relationship, it is advantageous for the teacher-coordinator to work during the summer months.

During July and/or August, most teacher-coordinators lay the groundwork for the year's program. In today's competitive labor market, teacher-coordinators have to contact employers when the employer is ready to revise the work schedule for the fall season. Changes are often made during July and August--by September these jobs have been filled. Establishing and maintaining contact with employers by informing them about the program and the students now available for employment at a time when they are looking for dependable help promotes satisfied employers and students.

SUMMER WORK PAYS BIG DIVIDENDS

CALENDAR OF RESPONSIBILITIES AND ACTIVITIES

It may be helpful to use a "Suggested Calendar of Responsibilities and Activities" throughout the year. You may wish to add to or delete from these lists as your needs change and your program progresses.

SECTION III

THE TEACHER-COORDINATOR

JULY/AUGUST

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES

Contact by telephone or letter any students enrolled in cooperative vocational education programs for the next school year that you were not able to interview in June and make an appointment to do so.

Based on completion of the program application, interview all students as to: post-graduation career goals, current employment status, type of job desired as first step to career goal, personal likes and dislikes, physical handicaps, work history and transportation. Review school rules concerned with the program and answer all questions.

Review with guidance personnel the strengths and weaknesses of each student so you will have a better knowledge of the type of employment in which the student will achieve success. Review the student's folder for facts, beware of gossip and personal opinion.

(Whenever necessary), contact parents/guardians by telephone and/or personal visit to explain the program.

Review and update local business survey. Contact current secretary of Chamber of Commerce.

Mail public relations brochures to potential employers.

Investigate all opportunities for part-time training placements in the business community.

Compile and update file folder of forms used when visiting each potential employer, include information on program and state labor laws.

Contact potential employers for appointments when necessary.

Visit potential employers--explain program, encourage cooperation, explain program training agreements and the values in hiring our students.

Write thank you notes to all employers and supervisors who assisted students during previous year.

Periodically visit work stations (employers) of all students placed in June and have a conference with the employer on the progress of the student. (If not closely supervised during the summer months, some students may leave their jobs or be fired before school begins. This may cause an employer not to hire another student.)

SECTION III

THE TEACHER-COORDINATOR

JULY/AUGUST--(continued)

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES

Complete all forms necessary for proper placement of each student, training agreements and working papers.

Check to see that all students have proper working papers. (Some employers neglect this during the summer months.)

Check all current work stations for safe working conditions and that each student is covered by worker's compensation.

Coordinate employer visitations with other teacher-coordinators. (Time and information covered.)

Contact by telephone and/or letter the students who have completed the cooperative vocational education course for a follow-up study which will be helpful in identifying the effectiveness of their education and training. Forms for a 1-year and 5-year follow-up study may be obtained from the State Department of Education.

When necessary, review, discuss, and revise all forms used by teacher-coordinators to follow formats suggested by the State Department of Education.

Research and develop or revise several student independent study contracts to be used by all cooperative vocational education students who are temporarily unemployed. Contracts will vary in degree of difficulty, material covered and length of time necessary to complete.

Update materials used in related class.

Order updated copies of the federal and state labor laws.

Order classroom supplies and current supplementary materials.

Reorganize and set up new files for current students.

ORGANIZE YOURSELF AND YOUR MATERIALS FOR THE COMING YEAR

SECTION III

THE TEACHER-COORDINATOR

SEPTEMBER

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES						
S	M	T	W	T	F	S

Additional students entering the program:

Based on completion of program application, interview all students to determine post-graduation career goals and type of job desired as first step toward career goal. Also, review school rules for program and answer all questions.

Review with guidance personnel the strengths and weaknesses of each student to gain a better knowledge of the type of employment at which the student will achieve success.

Contact parents/guardians by telephone and/or personal visit to explain program whenever necessary.

Review each student's academic schedule for subject and room changes. Update your records. Resolve conflicts.

Review each student's academic schedule for time conflicts with employer's scheduled work hours.

Check that every student has proper working papers.

Check that every student has all necessary forms signed by employer and student's parents/guardians.

Check that every student has placed signed forms in notebook.

VISIT EVERY WORK STATION to determine employer satisfaction and to solve routine problems.

Hold individual student conferences or have a class discussion to determine student job satisfaction and solve routine problems.

Visit potential employers--explain program, encourage cooperation, explain program training agreements and the benefits in hiring our students.

Begin FHA/HERO. Introduce program to the students. Begin organizational work. Consider goals for the year.

Revisit employers who have possible job openings. Let them know you are still interested. Have a definite student in mind for each particular job.

PUBLIC RELATIONS: Emphasis on students.

Submit travel voucher for July/August.

SECTION III

THE TEACHER-COORDINATOR

OCTOBER

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES						
S	M	T	W	T	F	S

Recheck that all working papers, training agreements, and other forms are completed. Update student records on any job changes.

VISIT EVERY WORK STATION to determine employer satisfaction and to solve routine problems. Confer with the employer and observe the student working on the job.

Hold individual student conferences and/or have a class discussion session to determine student job satisfaction and solve routine problems.

Prepare materials for budget for the next school year.

Contact members of the advisory committee to see if they will continue to serve. Contact new advisory committee members. Confirm all members of the committee.

Public Relations - emphasis on parents/guardians.

Complete Training Establishment Report forms and send to the State Department. This form is used for all training stations in which hazardous tasks are performed as defined in Bulletin 101 and 102 from the United States Department of Labor and the New Jersey Child Labor Laws.

Plan and conduct FHA/HERO activity.

Attend cooperative vocational education inservice meeting.

Collect samples of ballots, voter mail and election materials for classroom use.

Send for Income Tax forms from Internal Revenue Service (see Part B, the Curriculum, Module V.)

Submit travel voucher for September.

CONTINUE JOB PLACEMENT OF STUDENTS, AS NECESSARY.

SECTION III

THE TEACHER-COORDINATOR

NOVEMBER

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES						
S	M	T	W	T	F	S

ONGOING

Update student records on any job changes. Check that working papers, training agreements, and all forms are completed for all new jobs.

VISIT EVERY WORK STATION to determine employer satisfaction and to resolve routine problems. Confer briefly with the employer and observe the student working on the job.

Hold individual student conferences and/or have a class discussion session to determine student job satisfaction and solve routine problems.

Have an advisory committee meeting to determine goals for the year and the methods to use to accomplish them.

If Training Establishment Report forms for hazardous jobs were not completed in October, complete and send to State Department. NOW!

Plan and conduct FHA/HERO activity.

Public Relations - emphasis on the Community.

Speak before a civic group. Request a scholarship/award be given to the outstanding cooperative vocational education student at graduation.

Attend the N.J.E.A. convention. Attend relevant meetings and look for new career-oriented materials.

Discuss with students, then plan and organize end of the year employer appreciation activity.

Submit travel voucher for October.

SECTION III

THE TEACHER-COORDINATOR

DECEMBER

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES						
S	M	T	W	T	F	S

ONGOING

Update student records on any job changes. Check that working papers, training agreements, and all forms are completed for all new jobs.

VISIT EVERY WORK STATION to determine employer satisfaction and to resolve routine problems. Confer briefly with the employer and observe the student working on the job.

Hold individual student conferences and/or have a class discussion session to determine student job satisfaction and solve routine problems.

Check progress on items listed on training agreement with the student and with the employer.

Develop and conduct a fund-raising activity.

Public Relations - emphasis on benefit/volunteer work.

Plan and conduct FHA/HERO activity.

Submit travel voucher for November.

SECTION III

THE TEACHER-COORDINATOR

JANUARY

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES						
S	M	T	W	T	F	S

ONGOING

Update student records on any job changes. Check that working papers, training agreements, and all forms are completed for all new jobs.

VISIT EVERY WORK STATION to determine employer satisfaction and to resolve routine problems. Confer briefly with the employer and observe the student working on the job.

Hold individual student conferences and/or have a class discussion session to determine student job satisfaction and solve routine problems.

Review all audio visual materials available in school and libraries. Make a list for your file of those appropriate for units in related class.

Research for current materials on topics of interest to the students.

Reorganize and update classroom reference library.

Public Relations - emphasis on Guidance.

Plan and conduct FHA/HERO activity.

Submit travel voucher for December.

SECTION III

THE TEACHER-COORDINATOR

FEBRUARY

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES						
S	M	T	W	T	F	S

ONGOING

Update student records on any job changes. Check that working papers, training agreements, and all forms are completed for all new jobs.

VISIT EVERY WORK STATION to determine employer satisfaction and to resolve routine problems. Confer briefly with the employer and observe the student working on the job.

Hold individual student conferences and/or have a class discussion session to determine student job satisfaction and solve routine problems.

Check progress on items listed on training agreement with the student and with the employer.

Check number of hours students have worked to date. Compare with number of hours required by State Department of Education for successful completion of course.

Set up display in main hall for all students to see to encourage enrollment in cooperative vocational education.

Public Relations - emphasis on the student body.

Plan and conduct FHA/HERO activity.

Submit travel voucher for January.

SECTION III

THE TEACHER-COORDINATOR

MARCH

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES

S	M	T	W	T	F	S

ONGOING

Update student records on any job changes. Check that working papers, training agreements, and all forms are completed for all new jobs.

VISIT EVERY WORK STATION to determine employer satisfaction and to resolve routine problems. Confer briefly with the employer and observe the student working on the job.

Hold individual student conferences and/or have a class discussion session to determine student job satisfaction and solve routine problems.

Hold conferences with students going on to further education/ training. Help with applications and acceptances.

Check with students on the benefits provided by their company. Does company pay for further training?

Have students do special demonstration project and/or job manual.

Have an Advisory Committee meeting to complete goals for the year.

Public Relations - emphasis on Faculty members.

Plan and conduct FHA/HERO activity.

Submit travel voucher for February.

SECTION III

THE TEACHER-COORDINATOR

APRIL

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES						
S	M	T	W	T	F	S

ONGOING

Update student records on any job changes. Check that working papers, training agreements, and all forms are completed for all new jobs.

VISIT EVERY WORK STATION to determine employer satisfaction and to resolve routine problems. Confer briefly with the employer and observe the student working on the job.

Hold individual student conferences and/or have a class discussion session to determine student job satisfaction and solve routine problems.

Check progress on items listed on training agreement with student and with employer.

Check number of hours students have worked to date. Compare with number of hours required by State Department for successful completion of course.

Check with employer for full-time permanent job for student upon graduation. Also, possibilities for promotion on the job.

Plan for employer appreciation activity.

Have all certificates and awards printed.

Public Relations - emphasis on Administration and Board of Education.

Plan and conduct FHA/HERO activity.

Submit travel voucher for March.

SECTION III

THE TEACHER-COORDINATOR

MAY

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES						
S	M	T	W	T	F	S

ONGOING

Update student records on any job changes. Check that working papers, training agreements, and all forms are completed for all new jobs.

VISIT EVERY WORK STATION to determine employer satisfaction and to resolve routine problems. Confer briefly with the employer and observe the student working on the job.

Hold individual student conferences and/or have a class discussion session to determine student job satisfaction and solve routine problems.

Check number of hours students have worked to date. Compare with number of hours required by State Department for successful completion of course.

Check all student notebooks to be sure all record keeping procedures (as covered in the related class) have been correctly followed and records are updated. Notebooks should be checked periodically as part of the related class.

Meet with juniors who have elected to take cooperative home economics education in their senior year. Explain policies of the program. Be sure all applications are completed properly.

Send out Teacher Recommendation Forms for juniors who have elected cooperative home economics education in their senior year.

Finalize details and hold an employer appreciation activity.

Public Relations - emphasis on the employer.

Plan and conduct FHA/HERO activity.

Submit travel voucher for April.

SECTION III

THE TEACHER-COORDINATOR

JUNE

SUGGESTED CALENDAR OF RESPONSIBILITIES AND ACTIVITIES						
S	M	T	W	T	F	S

VISIT EVERY WORK STATION to confer with employer about possibilities of student placement for the next school year. Remind her/him that you work during the summer and she/he will be able to contact you at that time.

Update card file of all training establishments.

Try to have special award for outstanding cooperative education student to be given at graduation.

New cooperative education students meet with alumni and present cooperative education students for an exchange of information and ideas.

Public Relations - emphasis on Alumni.

Plan and conduct FHA/HERO activity.

Submit travel voucher for May and June (estimate).

SECTION III

VOCATIONAL COUNSELING/CAREER DECISION MAKING

It is the teacher-coordinator's responsibility to assist each student in the exploration and selection of a career that will meet her/his interests. Each student should be informed, prepared, and aware of the requirements for the jobs of tomorrow.

This counseling and decision making should be ongoing throughout the year as each student acquires a better understanding of herself/himself, proper attitudes, temperaments and interests.

The following may be helpful to the teacher-coordinator:

CONSULT WITH THE GUIDANCE DEPARTMENT

Request information on:

Standardized interest inventories which you may use.

Audio-visual filmstrips and movies on careers. The guidance department may have some that you may borrow.

Materials which may be helpful to your students.

Catalogues from publishing companies who have materials on careers and counseling.

GUEST SPEAKERS

Students like to hear from people working on the job and, by asking questions, can obtain information about that career. (Some might like to have their employer speak.)

To obtain speakers ask the members of your advisory committee, employers, and other teachers.

Include representatives from colleges and vocational schools.

Use speakers, as appropriate throughout the year, to stimulate student interest and further their knowledge of career opportunities.

INDIVIDUAL CONFERENCES WITH STUDENTS AND/OR PARENTS/GUARDIANS

In a one-to-one situation, the teacher-coordinator is able to obtain a greater knowledge and understanding of the student's aspirations. By talking to the parents/guardians, the teacher-coordinator may discover that the parents/guardians do not agree with the student's career goal. This should be resolved whenever possible.

SECTION III

VOCATIONAL COUNSELING/CAREER DECISION MAKING

CLASSROOM REFERENCE LIBRARY

It is advantageous to have readily available to your students some or all of the following:

Publication and publisher
Bound references
Occupational Outlook Handbook (U.S. Department of Labor)
Dictionary of Occupational Titles (U.S. Department of Labor)
Occupational handbooks for the military (each branch publishes an edition)
The Encyclopedia of Careers and Vocational Guidance (J. G. Ferguson Publishing Company)
The Encyclopedia of Careers and Vocational Guidance (J. G. Ferguson Publishing Company)
I Can Be Anything. Careers and Colleges for Young Women (The College Board)
The National Apprenticeship Program (U.S. Department of Labor)
Guide for Occupational Exploration (U.S. Department of Labor)
Employment Opportunities for the Handicapped (World Trade Academy Press)
Briefs and kits
Pamphlets prepared by professional associations
Pamphlets prepared by private business
Chronicle Occupational Brief Service (Chronicle Guidance Publications, Inc.)
SRA Occupational Briefs (Science Research Associates)
Occupational briefs published by states
Career Briefs (Careers, Inc.)
Periodicals
Occupational Outlook Quarterly (U.S. Department of Labor)
Career World (Curriculum Innovations, Inc.)
Civil Service examination bulletins (U.S. Office of Personnel Management)
Real World (Henry Korman)
Occupations in Demand (U.S. Department of Labor)

SECTION III

VOCATIONAL COUNSELING/CAREER DECISION MAKING

Book series on individual occupations
Your Future in...(Arco or Richards Rosen Press, Inc.)
Your Career in ...(Julian Messner)
Opportunities in ... (Vocational Guidance Manuals)

List of employers
School prepared card files or lists of employers, speakers, and contacts
Directories of businesses and industry

Directories
Vocational school directories, such as Lovejoy's Career and Vocational School Guide (Simon and Schuster, Inc.) and Directory of Post-Secondary Schools with Occupational Programs (U.S. Department of Education)
College directories arranged by occupation, such as College Blue Book (MacMillan Company)

*List taken from the United States Department of Labor, Occupational Outlook Quarterly/Summer 1982.

STUDENT REPORTS

Through a demonstration of work skills by each student and an exchange of information during class discussions, students learn about other careers and job information.

Students may compile a manual of information about their jobs and report to the class.

CAREER DAY/NIGHT

Students should be encouraged to attend Career Day/Night activities.

SECTION III

STUDENT SELECTION AND SUPERVISION

STUDENT SELECTION AND CONTINUANCE IN THE PROGRAM

STUDENT SELECTION AND JOB MATCH ARE CRITICAL TO STUDENT SUCCESS

Student selection should be an outgrowth of careful screening. Screening is concerned with recruitment and information gathering; selection is the process of deciding which students are admitted to the cooperative vocational education program.

The cooperative vocational education program must be selective.

Neither the teacher-coordinator nor the school guidance and administrative official should look upon the cooperative vocational education program as a device for "taking care of" school failures and disciplinary problems. While it is true that some young people with poor school records and low ability undergo marked improvement as cooperative vocational education students, this is no reason to assume that all or even a majority of such persons are likely to achieve success.

It should always be remembered - the primary goal of every teacher-coordinator is to assist each student in the attainment of her/his career goal. Students should not be indiscriminately refused entrance to the program nor be dropped without "just cause" as determined by local policy. There must be a statement of this policy in writing signed by both the student and the parents/guardians. (Appendix 7)

Examples of "just cause" as stated in the policies of some high schools are:

Honesty - Deviation from honesty and respect will not be tolerated and will immediately sever your relationship with this program.

Grades - I will make sure that I keep my high school grades in good standing each marking period with an overall "C" average. If I fail two or more subjects in one marking period, I will be subject to dismissal from the cooperative vocational education program.

If a student is fired from a job, the teacher-coordinator will discuss termination with employer and will determine whether the student will be dropped from the program with resultant loss of credits.

A student should be employed within three weeks after entrance into the program. If not employed by this time, the student will be placed on an alternate schedule.

SECTION III

STUDENT SELECTION AND SUPERVISION

Attendance - When I must be absent from school, I will also be absent from employment that day. I will call my teacher-coordinator supervisor by 10:00 a.m. or at the start of the business day. Students given school suspension may jeopardize their continuance in the program. If allowed to remain in the program, students are not permitted to work during that time.

For the first offense, ten detentions will result if I attend work and not school. The second offense will result in dismissal from the program.

Students with legal excuses must receive advance permission from the principal to work that day (one week in advance).

If a student is absent more than five days, either disciplinary action will be taken or continuance in the program will be jeopardized.

I must obey the rules of the school. Suspension from school means suspension from the job as well. Teacher and office detention have priority over work.

A student suspended from school is placed on probation. On second offense, she/he may be dropped from the cooperative home economics education program.

Any student losing her/his training station due to the student's fault may be placed on probation.

The teacher-coordinator (with the recommendation of the Cooperative Vocational Education Committee) will make the decision as to whether or not the student will be allowed to remain in the program and if so, under what conditions. In the event a student is dropped from the program, she/he will receive no credit but every attempt will be made to reschedule the student into a full day of school.

A student must report for all job interviews as arranged by the teacher-coordinator. Failure to do so may lead to being dropped from the program.

Committee - some schools have a Cooperative Vocational Education Committee which meets monthly to coordinate the efforts of the cooperative vocational education programs. The Committee consists of the principal, the cooperative vocational education teacher-coordinators, subject supervisors, and a representative from the guidance department. Special services representatives or other resource personnel will participate in the Committee deliberations as needed.

SECTION III

STUDENT SELECTION AND SUPERVISION

This committee deals with policy making concerning the program, decides on the dismissal of a student from the program, plans employer appreciation functions, etc. It is helpful to the teacher-coordinator if the dismissal procedure is taken out of her/his hands. Students will not be able to apply pressure or blame to the teacher-coordinator if a committee is responsible for the decision to dismiss.

If a student leaves a job through no fault of her/his own, she/he must obtain another position within a reasonable time.

In such cases, it is the student's responsibility to present evidence that she/he has participated in at least three job interviews each week.

FOR COMPLETE COPIES OF THE POLICIES OF TWO HIGH SCHOOLS, SEE APPENDIX 7 a-d.

STUDENT INSURANCE COVERAGE

Many districts are concerned about the type of school insurance students enrolled in cooperative vocational education programs should carry. It is recommended that the best coverage for students in cooperative home economics education program is the "Round the Clock" type of policy.

Cooperative home economics education students need extra coverage that other students do not. The common policy covers pupils from <u>home to school</u>, <u>in school</u> and <u>from school to home</u>. The cooperative vocational education student needs coverage from <u>home to school</u>, <u>in school</u>, <u>from school to work</u> and <u>from work to home</u>.

It is possible to obtain this four phase coverage with some companies in regular school insurance. Cooperative home economics education teacher-coordinators should work with the person in charge of school insurance for their district to determine if the above coverage is included in the policies of the companies with which they deal.

WORKING WITH EMPLOYERS

Employer responsibilities include:

Employer must assign a qualified supervisor or skilled worker(s) who will be responsible for the training function and whose qualifications are certified by the teacher-coordinator.

SECTION III

STUDENT SELECTION AND SUPERVISION

Employer must pay minimum wages (state or federal, whichever is higher) or salaries comparable to those paid other beginning workers in the same type of work and provide all worker benefits to which other part-time workers are entitled.

Employer must have adequate equipment and other facilities necessary to achieve the training objective.

Employer must show evidence of health/safety consciousness and provide appropriate safety training and personal protection.

Employer must provide workers' compensation coverage for cooperative vocational education students.

Employer must sign a written training agreement with the school indicating the specific nature of the training to be offered and her/his acceptance of the conditions of the training plan.

Employer must observe all state and federal labor laws.

Teacher-coordinator responsibilities include:

The teacher-coordinator must supervise each student on-the-job at least once every two weeks.

The teacher-coordinator shall devote a minimum of half hour per student per week for on-the-job visitation and supervision. About 50% of a normal teaching day should be allotted for this purpose.

Supervision on-the-job must be provided by the teacher-coordinator for cooperative vocational education students who work during school hours, beyond school hours and when school is not in session.

The image of the teacher-coordinator will be enhanced if all communication with employers is done in a professional, organized manner.

SECTION III

STUDENT SELECTION AND SUPERVISION

For each new employer, the teacher-coordinator should prepare a folder containing:

the individual's business card.

a brochure of the program.

a copy of the Training Agreement.

a copy of the "no S.U.I." form. (A.III.48)

a copy of the form used to evaluate the student-learners.

any other pertinent materials.

Explain to the employer exactly how she/he will benefit by hiring a student from your program.

DO NOT promise the employer knowledge and/or skills the student may not possess.

STRESS THE POSITIVE.

Whenever possible, have a specific student(s) in mind for the job.

Explain that the student will also be responsible to you and that you will see that student in class every day.

Be professional. Keep the conversation to the business at hand. Do not ramble or discuss personal issues.

To visit the employer, either make an appointment or become familiar with the time when she/he is usually not busy.

Do not stay too long. Do not give her/him the impression that your supervisory visits/conference will become a burden to her/him.

Never visit a food establishment at mealtime other than to observe the student "in action" at a distance.

Never begin a discussion with a student while that student is working on the job. Discuss everything later, either in class or privately in your office.

Employers have a business to operate. Cooperate with them. Do not expect them to conform to your time schedule. Be available for conferences whenever necessary.

SECTION III

STUDENT SELECTION AND SUPERVISION

It is not absolutely necessary for the teacher-coordinator to confer with the employer every time you visit the training station. There are times you may wish to observe the student or check whether or not the student is on the job. However, always check in at the office or follow whatever "check-in" procedure that company follows.

Do not discuss the student-trainee with anyone other than the employer or the supervisor she/he designates. Do not gossip with the student's co-workers or other supervisors.

Always remember to thank your employers and supervisors at the close of the year even if you have had an employer-appreciation function. A personal note from the teacher-coordinator is always appreciated.

SOME EMPLOYERS MAY:

give you materials on safety for use in the classroom.

speak on careers in that area for a Career Day or to your class.

give you materials and/or advice on internal and external store security to present to the class.

serve on the advisory committee.

evaluate forms and materials for you.

DEVELOP A POSITIVE, PROFESSIONAL RELATIONSHIP WITH YOUR EMPLOYERS - HELP THEM TO HELP YOU

JOB ANALYSIS

To help the teacher-coordinator have a better understanding of the individual work-related learning experiences and responsibilities indicative of a particular job title, it is helpful to have the student complete a job description form. These job descriptions should be retained by the teacher-coordinator in the file on that work station for future reference when conferring with students and/or employers and when evaluating training establishments.

SECTION III

STUDENT SELECTION AND SUPERVISION

The teacher-coordinator may then go over the form with the employer, or if time permits, the employer, the teacher-coordinator and the student may complete the form together.

This exercise--

forces the student to analyze the tasks and responsibilities she/he is now doing.

helps the teacher-coordinator understand the job responsibilities so she/he has greater expertise in placing a student in that job.

assists the teacher-coordinator and the student by having the employer enumerate the learning experiences the student will encounter throughout the year.

provides the teacher-coordinator with a written description of the diversity of job opportunities provided by each employer.

clarifies for the student, the teacher-coordinator, and the employer the progress which should take place on the job.

SECTION III

COOPERATIVE HOME ECONOMICS EDUCATION AND THE SCHOOL-TO-WORK LINKAGE

The primary objective of the School-to-Work Linkage Project is to take the qualified cooperative home economics education student and facilitate the formal registration of the student as an apprentice using the cooperative vocational education training and work experiences as the basis of that apprentice training program. Why Apprenticeship? Because it provides for national certification within the chosen home economics-related career choice, recognizing the occupation as having met federal minimum standards in both training and theory. The formal registration of the student-learner with both the New Jersey Apprentice Training Program and the U.S. Department of Labor, Bureau of Apprenticeship and Training (BAT), provides for the continuous support and follow-up upon graduation from high school, and upon completion of the requirements of the apprentice training program, reception of both the state and federal CERTIFICATES OF COMPLETION.

The privilege of registration of a student-learner/apprentice is available only to the cooperative vocational education student. Any other interested candidate must secure employment in the apprenticeable occupation, and then request the assistance of the local apprentice coordinator in the completion and registration of their agreement.

SECTION III

COOPERATIVE HOME ECONOMICS EDUCATION AND THE SCHOOL-TO-WORK LINKAGE

EXAMPLES OF FREQUENTLY SELECTED HOME ECONOMICS RELATED OCCUPATIONS AS APPRENTICE TRAINING PROGRAMS

Job Title	D.O.T. Code	Number of Training Hours
Baker	526.381-010	6,000 hours/3 years
Baker (hotel & rest.)	313.381-010	6,000 hours/3 years
Baker, pizza	313.381-014	2,000 hours/1 year
Candy Maker (confec.)	529.361-014	6,000 hours/3 years
Child Care Worker	--	2,000 hours/1 year
Child Care Development Specialist	359.342-010	4,000 hours/2 years
Cloth Designer	142.061-014	8,000 hours/4 years
Cook (any industry)	315.361-014	4,000 hours/2 years
Cook (hotel & rest.)	313.361-014	6,000 hours/3 years
Cook, Pastry (hotel & rest.)	313.381-026	6,000 hours/3 years
Custom Tailor	785.261-014	8,000 hours/4 years
Decorator (any industry)	298.381-010	8,000 hours/4 years
Decorator (glass manufacturing; glass products)	740.381-010	8,000 hours/4 years
Dressmaker (any industry)	785.361-010	8,000 hours/4 years
Dry Cleaner	362.382-014	6,000 hours/3 years
Floral Designer	142.081-010	2,000 hours/1 year
Fur Designer (fur goods)	142.081-014	8,000 hours/4 years
Interior Designer	142.051-014	8,000 hours/4 years
Pattern Maker (garment)	785.361-018	6,000 hours/3 years
Sample Stitcher (garment)	785.361-018	8,000 hours/4 years
Shop Tailor (garment, retail trade)	785.361-022	8,000 hours/4 years
Wardrobe Supervisor (amuse. & rec.)	346.361-010	4,000 hours/2 years
Woven Label Maker	--	--

SECTION III

THE GRADING SYSTEM

The student's report card grade reflects an evaluation of her/his achievement and performance both in school and on the job.

The evaluation instrument used by the employer is furnished by the teacher-coordinator. It should be clear, concise, adaptable to a variety of jobs and easy for the employer to use. (Appendix 12 a-e)

Often the employer will review this form with the student-employee discussing strengths and weaknesses. If she/he does not choose to do so, the teacher-coordinator should have an individual conference with the student to praise the strengths and suggest methods by which the weaknesses may be corrected.

As the year progresses, the evaluation of the first marking period may be compared with that of the following marking periods to form a picture of growth/change on the job.

The percentage value placed on the employer's evaluation in determining the report card grade of the student is set by local school policy.

One final grade for credit shall be given for the combined related class and on-the-job training.

SECTION III

UNEMPLOYED STUDENTS

ALTERNATE PLANS IN LIEU OF A JOB (Temporary Measure)

When students become unemployed, they often feel "left out" of participation in the related class discussions and learning experiences. The alternate plans created by the teacher-coordinator should be designed to assist the student to overcome this potential problem.

Parent/Guardian should be notified by letter of the situation and of the responsibilities of the student. (Appendix 8)

During this time, the student should actively seek employment and report, preferably in writing, to the teacher-coordinator on a daily basis. Alternate plans may include a format for this. (Appendix 9 a-e)

Alternate plans may also pertain to the unit the class is studying at the time of unemployment. (Appendix 10 a-c)

The plans may contain assignments that can be completed using the classroom reference library, the school library, the public library, the community and surrounding area. (Appendix 11 a-b)

TEMPORARY ALTERNATE PLAN FOR COOPERATIVE VOCATIONAL EDUCATION STUDENTS WHO ARE LAID-OFF BECAUSE OF ECONOMIC CONDITIONS

Every teacher-coordinator should develop a plan for these students which provides a continuous and on-going educational program and preserves the cooperative vocational education concept. Such as:

The plan must conform to the federal, state, and local laws and regulations that govern a cooperative vocational education program.

The plan must provide structured supervision by the teacher-coordinator.

The plan must be closely interlocked with the related class.

To assist the teacher-coordinator in developing a plan that can be implemented in the respective school(s), the following guidelines are offered:

The plan should utilize the resources of the community, i.e., visitations, scheduled observations, guest speakers.

SECTION III

UNEMPLOYED STUDENTS

The plan could utilize independent projects or contracts.

The plan could utilize an approved "in-hours" component; e.g., skilled training, simulation training.

CHANGING JOBS

It is not possible for every student to achieve and grow on every job. Employers will not retain student-trainees who are not productive. There will be times throughout the year when, for a variety of reasons, it will be necessary for a student to change jobs.

Each school, with in-put from the teacher-coordinator, should establish a policy which sets forth the procedure to be followed in these cases. It can be extremely poor public relations for the school and the program if a student changes jobs indiscriminately.

The following are <u>local policies established by some high schools</u>:

Job termination form (Appendix 12) must be completed and a copy sent to parents/guardians with proper follow-up.

No student working under the program may sever connections with her/his employer without the consent of the teacher-coordinator.

In case of difficulty arising in regard to work (pay, hours, personality conflict) and other changes the student wishes to make, the coordinator must be notified.

TWO WEEK NOTIFICATION, IN WRITING, MUST BE GIVEN TO EMPLOYER AND TEACHER-COORDINATOR IF STUDENT WISHES TO LEAVE HER/HIS JOB STATION. CONTINUANCE IN THE PROGRAM MAY BE JEOPARDIZED.

The student must work only on jobs approved by the teacher-coordinator.

The student must actively seek re-employment and report daily, in writing, to the teacher-coordinator.

SECTION III

RECORD KEEPING

TEACHER FILE ON EACH STUDENT

The teacher-coordinator should have a file folder for each student which should contain:

AN ON-GOING ACCURATE RECORD OF STUDENTS' WAGES AND HOURS

Safety Lesson and Rules

Student Application Form (recommended)

Parent/Guardian Permission Form

Student-Learners May Not (T-268, signed by student)

Working Papers (copy with approval number)

Promise of Employment (copy with approval number)

Training Agreement and Training Plan

Training Establishment Report and Approval Number (when applicable)

Special Exemption Form for Adults and 16 and 17 year olds (when applicable)

Student-Learners Daily Experience Report also showing hours

Rules and Regulations for Cooperative Home Economics Education Program (signed by student - recommended)

Evaluations by Coordinator and Employer

THE STUDENT NOTEBOOK

Each student should have her/his own loose-leaf notebook which, preferably, should be kept in the classroom. The notebook should contain:

a daily log written by the student about her/his activities on her/his job. (Some students will not verbalize problems in class, but will write them. The reports should be collected weekly and read by the teacher-coordinator the same day she/he receives them.)

the log should contain the student's learning experiences, comments on co-worker and employer relationships, problems, opinions and feelings, negative as well as positive.

SECTION III

RECORD KEEPING

ANY ACCIDENT OR INJURY, LARGE OR SMALL, SHOULD BE RECORDED BY THE STUDENT ON THE DAY IT HAPPENED.

an accurate record of the days and hours worked and the wages earned. The original payroll stubs or pay envelopes should be retained by the student in a folder or envelope in their notebooks to ensure accuracy.

all the safety information and materials necessary for the student to work and learn effectively on her/his job in a safe manner.

a signed copy of the Training Agreement.

a signed copy of the local program guidelines.

a copy of the student's school and work schedule.

a copy of all other materials needed by the student to learn the skills and gain knowledge taught in the related class.

A CARD FILE OF ALL TRAINING ESTABLISHMENTS

This file will contain the names, addresses, telephone numbers, supervisor's name, name of the person to contact and related information. Also include, student working at the site and the year.

A CARD FILE OF STUDENTS

This file is valuable for ready reference of student's name, address, telephone number, parent's/guardian's name, work schedule and other information, such as home room number, guidance counselor, age at start of program, etc.

A FILE FOLDER FOR EACH PLACE OF EMPLOYMENT

a list of jobs available and job descriptions.

a list of guest speakers available.

a copy of any special forms used by that employer.

a description of any information available from that employer or special notes.

a copy of that employer's application for employment.

SECTION III

RECORD KEEPING

TEACHER RECORDS

Budget records

Purchase orders, travel vouchers, organized record of expenditures. KEEP A FOLDER OR LARGE ENVELOPE FOR IDEAS. As you see materials of value for the program, drop the brochure into the envelope. When budget time comes, ordering will be simplified.

Teacher travel/employer visitations

Use form, date book, clipboard, folder or method most convenient for you to record miles traveled, businesses visited and employer conferences. Use exact odometer reading when leaving school and when returning. Most teacher-coordinators drive more miles than they think.

Follow-up study

Organize information on each student and file by year of graduation.

Reports

Always retain a copy of all reports. Keep in labeled folder.

File of standardized forms and policies

Organize a file drawer of all the forms used regularly in the program. These state and local forms should be available for ready reference.

SECTION III

MANDATED STATE REPORTS

COOPERATIVE VOCATIONAL EDUCATION ESTABLISHMENT REPORT

FORMS - are sent to you from the State Department of Education.

DATE DUE - as soon as possible after the beginning of the school year (October) and throughout the year as students change jobs to new training establishments.

HOW TO COMPLETE - follow the instructions as shown in the letter of directions. In addition, the following may be helpful:

#13 - see C.I.P. codes

#14 - see working papers

Nature of business - see working papers

#20/21 - see/call employer

Work experience - be specific. List all equipment used. Check tasks with employer. Experiences should be listed on job analysis form compiled by teacher-coordinator and employer--refer to this.

THE TEACHER-COORDINATOR MUST COMPLETE THIS FORM FOR EVERY EMPLOYMENT SITE IN WHICH HAZARDOUS TASKS ARE PERFORMED BY THE STUDENT-LEARNER.

TEACHER-COORDINATORS SHOULD BE AWARE THAT THE USE OF A MEAT SLICING MACHINE IS CONSIDERED HAZARDOUS. A TRAINING ESTABLISHMENT REPORT MUST BE FILED WITH THE DIVISION OF VOCATIONAL EDUCATION FOR EVERY TRAINING STATION IN WHICH A STUDENT OPERATES A MEAT SLICING MACHINE.

SECTION III

MANDATED STATE REPORTS

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS
C.I.P. OCCUPATIONAL PROGRAM CODES

HOME ECONOMICS

040501	INTERIOR DESIGN
200201	CHILD CARE & GUIDANCE MANAGEMENT & SERVICES, GENERAL
200202	CHILD CARE AIDE/ASSISTING
200203	CHILD CARE MANAGEMENT
200204	FOSTER CARE/FAMILY CARE
200205	TEACHER AIDE
200301	CLOTHING & TEXTILES MANAGEMENT, PRODUCTION & SERVICES, GENERAL
200302	CLOTHING MAINTENANCE AIDE
200303	COMMERCIAL GARMENT & APPAREL CONSTRUCTION
200304	CUSTOM APPAREL/GARMENT SEAMSTRESS
200305	CUSTOM TAILORING AND ALTERATION
200306	FASHION/FABRIC COORDINATION
200307	TEXTILES TESTING
200308	WEDDING/SPECIALTY CONSULTING
200401	FOOD MANAGEMENT, PRODUCTION & SERVICES, GENERAL
200404	DIETETIC AIDE/ASSISTING
200405	FOOD CATERING
200406	FOOD SERVICE
200407	FOOD TESTING
200408	SCHOOL FOOD SERVICE
200501	HOME FURNISHINGS & EQUIPMENT MANAGEMENT, PRODUCTION & SERVICES, GENERAL
200502	CUSTOM DRAPERY/WINDOW TREATMENT DESIGN/MAKING
200503	CUSTOM SLIPCOVERING & UPHOLSTERING
200504	FLORAL DESIGN
200505	HOME DECORATING
200506	HOME FURNISHINGS AIDE
200507	HOME SERVICE ASSISTING
200601	INSTITUTIONAL/HOME MANAGEMENT & SUPPORTING SERVICES, GENERAL
200602	COMPANION TO THE AGED
200603	CONSUMER AIDE/ASSISTING
200604	CUSTODIAL SERVICES
200605	EXECUTIVE HOUSEKEEPING
200606	HOMEMAKER'S AIDE
200607	THERAPEUTIC RECREATION AIDE
209999	VOCATIONAL HOME ECONOMICS, OTHER

NJDE 505 - 2 (REV. 8/85)

TRAINING ESTABLISHMENT REPORT
COOPERATIVE VOCATIONAL EDUCATION

MIS L050010688

MAIL TO:

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
CN 500
TRENTON, NEW JERSEY 08625

SPECIFY COOPERATIVE VOCATIONAL EDUCATION PROGRAM:

COUNTY	L.E.A.	06. SCHOOL NO.	REGISTRATION	PROGRAM NO.

05. L.E.A. NAME	17. ISSUE DATE (MONTH / DAY / YEAR)	18. ISSUED BY

07. SCHOOL NAME	15. IN-SPECTED ☐ NO ☐ YES	16. DATE IN-SPECTED (MONTH / DAY / YEAR)

19/28 CURRENT COORDINATOR	23. CERT ☐ NO ☐ YES	22. STATUS A I D T

08. WORK STATION NAME	
09. WORK STATION ADDRESS	

10. WORK STATION CITY		11. STATE		12. ZIP CODE	

13. CIP CODE		14. JOB TITLE	

Nature of Business _____ 20/21 Total Employees _____

Work experiences and equipment that will be included in this job title (be specific):

1	3	5
2	4	6

1. This training establishment is adequately equipped to provide an opportunity for student-learners to gain experience consistent with job title.
2. All equipment is well guarded and safe working conditions prevail.
3. Employer understands student-learners are not to be employed in occupations involving power-driven hoisting apparatus, punch presses, explosives, sawmill operations, ionizing radiation, certain power-driven bakery machines, silica atmosphere, fork lift, wrecking, and guillotine action shears.
4. The employer has agreed that the student-learner will never work alone, and the person responsible for on-the-job training is qualified and available to do so.
5. All students must be covered by Worker's Compensation.
6. The employer understands that the exemptions to the Federal Hazardous Occupations Orders and State Prohibited Occupations apply only to the employment of student-learners enrolled in approved Cooperative Vocational Education Programs and to absolutely no other persons.
7. The employer understands that student-learners 16 or 17 years of age may not drive for pay on a public thoroughfare.
8. Students 18 years of age and older in Cooperative Vocational Education Programs may drive on a public thoroughfare for pay if it is incidental, occasional, and part of their on-the-job training. (See T-265)
9. Employer agrees to conform to hours specified in this training establishment report.
10. HOURS OF DAILY WORK: From _____ to _____ WEEKEND: From _____ to _____
11. I certify that all the above statements apply to this training establishment and the employer has full knowledge of the regulations concerning employment of student-learners.
12. I certify that the above named employer will comply with all State and Federal civil rights laws.

PRINCIPAL'S SIGNATURE	COORDINATOR'S SIGNATURE

SCHOOL PHONE NUMBER	DATE
( )	

SECTION III MANDATED STATE REPORTS

State of New Jersey
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 WEST STATE STREET
CN 500
TRENTON, NEW JERSEY 08625

GORDON ASCHER
ASSISTANT COMMISSIONER

DIRECTIONS FOR COMPLETION OF TRAINING ESTABLISHMENT REPORTS

All training stations in which hazardous tasks are performed (as defined in Bulletin 101 and 102 from the U.S. Department of Labor and the New Jersey Child Labor Laws) must be registered with the New Jersey Department of Education.

The Training Establishment Report is the document used to register the specific occupational duties and specific equipment a student-learner may operate at a work station. A registration number will be assigned to each training site for a specific job title and duties.

When to File a Training Establishment Report

TRAINING ESTABLISHMENT REPORTS ARE TO BE FILED PRIOR TO THE STUDENT-LEARNER'S FIRST DAY OF EMPLOYMENT.

When to File a New Training Establishment Report

A New training establishment report must be filed when the job title, duties and/or hours of employment change.

EXAMPLE 1: If a work site has been registered to train automechanics and an opening arises for an autobody mechanic, a new training establishment report must be filed. For record keeping purposes, the same registration number will be issued and filed with the Department of Labor. However, a new program number will be assigned.

EXAMPLE 2: If a work site has been previously registered for daily work hours from 1 p.m. to 5 p.m. and you want to permanently change the hours to 8 a.m. to 12 noon a new training establishment report must be filed.

When to File a Special Exemption

A special exemption form (E-105) must be filed when a change in hours of employment or a change in the job duties to be performed are limited to a specific student-learner.

Issuing Employment Certificates

The New Jersey Department of Labor requires that the:

- work station registration number
- program number
- school name
- teacher-coordinator's name and telephone number

appear at the top right hand corner of the promise of employment.

Completing the Training Establishment Report

To complete the Training Establishment Report:

1. Specify the cooperative vocational education program in the top right hand corner.

2. If your training establishment report is pre-printed complete lines:

   08. Work Station Name
   09. Work Station Address
   10. Work Station City
   11. State; (Pennsylvania and New Jersey have a reciprocal agreement for the employment of student-learner's. Student-learner's may not be employed in any other state.)
   12. Zip Code
   13. C.I.P. Code Number
   14. Job Title
   20/21. Total Number of Employees: (This section is optional but will provide some indication as to the apprenticeship opportunities for students.)

EXAMPLE 1: JOB TITLE Automechanic

Work experience that will be included in this job title (Be specific):

1. use electronic test equipment to perform vehicle tune-ups
2. use brake lathe to service vehicle brakes
3. use parts clearner to clean vehicle parts
4. use valve grinding equipment to resurface valves & seats
5. use power hand tools to do general repairs on vehicle
6. use tire changing equipment to repair/replace vehicle tires

EXAMPLE 2: JOB TITLE Butcher

Work experience that will be included in this job title (Be specific):

1. operate bandsaw
2. grind meat using power grinder
3. operate slicing machine
4. trim meat using knife
5. package meats
6. stock meat counter

If your training establishment report is not pre-printed, you must also complete items:

   05. L.E.A NAME
   07. SCHOOL NAME
   19/28. CURRENT COORDINATOR

PLEASE NOTE: MISSING OR INCOMPLETE INFORMATION WILL DELAY THE PROCESSING OF YOUR TRAINING ESTABLISHMENT REPORT

4. Sign the form and submit it to the school principal for his/her signature.

   Your signature indicates that you have personally visited the training establishment site prior to placing the student-learner on the job, and that you have fully informed the employer about limitations placed on the employment of the student-learner.

5. Retain the green copy for your files until the blue copy is returned to you.

Where to File Training Establishment Reports

6. Mail the completed form to the:

New Jersey Department of Education
Division of Vocational Education
225 West State Street
CN500
Trenton, New Jersey 08625

After an on-site visit has been conducted be either Department of Labor or Department of Education Staff, the original copy will be signed and a copy returned to you.

All other information on the form will either be pre-printed or completed by state department staff.

If you have any questions concerning the completion of the form, contact the program specialist for your occupational area.

Rev. 10/1985

KEEP THIS SECTION CURRENT!

REPLACE OR ADD TO THIS SECTION AS YOU RECEIVE NEW MATERIALS FROM THE STATE DEPARTMENT OF EDUCATION, VOCATIONAL DIVISION.

SECTION III

SAFETY RESPONSIBILITIES

SAFETY INFORMATION

It is the responsibility of every cooperative home economics teacher-coordinator to teach safety to her/his students.

Every school must have available the District Plan for Vocational Safety Standards. (See local superintendent.)

Chapter 53, Vocational Education Safety Standards, Sub-chapter 2, Standards Implementation (N.J.A.C. 6:53-2.2).

"Safety Program
(a) All district boards of education operating programs in vocational education shall organize, adopt and implement a vocational education safety program. A copy of the program, indicating district board of education approval, shall be filed with the Assistant Commissioner of Education, State Director of Vocational Education.
(b) The safety education program shall contain, as a minimum, the following sections:
1. Objectives of the safety education program;
2. A statement of the general policies for the safe operation of vocational courses;
3. Specific statements of practices and precautions required for safe operation within each separate course;
4. A plan for periodic inspections and maintenance of facilities, tools, machines, equipment and personal protective devices;
5. A plan for the identification and elimination of potential hazards;
6. Emergency procedures to be followed in the event of an accident involving a pupil, teacher or any other individual;
7. Methods to be used to provide safety education to students;
8. Methods to be used to assess a pupil's knowledge of safe practices and procedures."

In order to comply with recognized safety standards, the related instruction must include safety in terms of the following topics:

Job knowledge
Use of tools and machines
Use of personal protective clothing and equipment
Material handling
Personal behavior
Accidents on the job
Driving to the job
Company rules and regulations

SECTION III

SAFETY RESPONSIBILITIES

Each cooperative home economics student shall have in her/his folder evidence of these related safety instructions. This may be fulfilled by a safety test, check list and/or a letter signed by the student indicating that such instructions have taken place. Collect as much evidence as you can of student knowledge concerning all aspects of safety.

The actual method of instruction will, of necessity, be left flexible so that each coordinator can meet the needs and capabilities of her/his particular students.

TEACHER-COORDINATORS SHOULD BE AWARE THAT THE USE OF MEAT SLICING MACHINES IS CONSIDERED HAZARDOUS. A TRAINING ESTABLISHMENT REPORT (A.III.32.) MUST BE FILED WITH THE DIVISION OF VOCATIONAL EDUCATION FOR EVERY TRAINING STATION IN WHICH A STUDENT OPERATES A MEAT SLICING MACHINE.

SECTION III SAFETY RESPONSIBILITIES

State of New Jersey
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
CN 500
TRENTON, NEW JERSEY 08625

October 17, 1985

TO: County Superintendents of Schools
Chief School Administrators
Education Program Specialists
Directors of Area Vocational Schools and
Local Area Vocational School Districts
Teacher Coordinators of Cooperative Vocational
Education Programs

FROM: Gordon Ascher
Assistant Commissioner
Division of Vocational Education

RE: Meat Slicing Machines (electric knives)

The United States Department of Labor and the New Jersey State Department of Labor are vigorously enforcing the provisions in Federal and State Child Labor Laws that refer to meat slicing machines. It is imperative that district staff be aware that the use of meat slicing machines is considered hazardous based on the following regulations:

1. Child Labor Bulletin 101, Order Number 10-4, Under the Fair Labor Standards Act.

2. New Jersey Child Labor Laws and Regulations, Section 12:58-4.12(4).

Both State and Federal Labor Laws provide exemptions that permit student-learners to operate meat slicing machines when enrolled in approved cooperative vocational education programs.

New Jersey Is An Equal Opportunity Employer

In accordance with the New Jersey Cooperative Vocational Education Program Guidelines, when a teacher-coordinator places a student-learner in an occupation which requires the student to operate a meat slicing machine, the training station must be registered. This registration process requires that teacher-coordinators complete and submit to the Division of Vocational Education a Training Establishment Report. Copies of Training Establishment Report forms are provided by the Division to local districts.

If you need forms, or have any questions concerning the registration process, please contact Sandra Pinto, (609) 292-6572, or write the Office of Cooperative Education, Division of Vocational Education, CN 500, 225 West State Street, Trenton, New Jersey 08625.

AG/SP/lg:3/5600L

c: Walter J. McCarroll

A-17

SECTION III

SAFETY RESPONSIBILITIES

"TEACHER COORDINATOR - CODE OF ETHICS"

I am aware of the job safety requirements in my areas of supervision.

I inspect each major, minor, and "almost" accidents.

I search, scrutinize, and determine methods to control and prevent accidents.

I conduct informal and planned safety inspections.

I make students aware of safety hazards and preventative actions.

I am acquainted with the standards and requirements for personal protective equipment.

I make known to students the purpose of personal protective equipment.

I train my students in fire prevention and control.

I inform students of the need for good housekeeping as a safety and fire prevention tool.

I relate to my students how the safety laws are designed to prevent accidents and injuries.

I use visual aids to illustrate to my students safety procedures and equipment.

I use various teaching methods to demonstrate safety awareness.

I use negative and positive teaching techniques to reinforce job safety procedures.

I test the students to determine how well I am teaching safety.

I evaluate myself to ascertain how fully I meet the requirements of safety on-the-job supervision.

I make it a practice to give the students a safety tip on each job once a week.

I keep up to date with safety requirements.

I make every effort to improve the safety conditions of the work stations in my area.

SECTION III

SAFETY RESPONSIBILITIES

ACCIDENT REPORT PROCEDURES

Students should record in their daily log all accidents and/or possible causes of accidents.

Local policy should be followed in reporting the accident and in the treatment of any injured student. Reports should be completed immediately. IN ADDITION TO THIS, A REPORT SHOULD BE FILED WITH THE STATE DEPARTMENT OF EDUCATION.

MIS 07D007

Accident Reporting Form for Vocational Education Course/Program/Activity

MAILING AND DISTRIBUTION INSTRUCTIONS

1. Complete information and submit form within five (5) working days after the occurrence of the accident.

2. Only accidents requiring treatment by a licensed medical doctor are to be reported to the Division of Vocational Education and Career Preparation.

3. The original report should be sent to:

   Director, Facilities/Equipment and Safety Control
   Division of Vocational Education and Career Preparation
   New Jersey State Department of Education
   CN 500
   225 West State Street
   Trenton, New Jersey 08625

4. The first copy should be sent to the appropriate County Superintendent of Schools Office.

5. The second copy should be sent to the student's sending district, if appropriate.

6. The last copy should be retained by the originating school district.

SECTION III

SAFETY RESPONSIBILITIES

State of New Jersey

DEPARTMENT OF EDUCATION
225 WEST STATE STREET
P.O. BOX 2019
TRENTON, NEW JERSEY 08625

TO: Chief School Administrators

SUBJECT: Accident Reporting Forms - MISL07000187

Enclosed please find copies of the revised form to be used to report accidents occurring in vocational education courses, programs and/or activities. In accordance with N.J.A.C. 6:53-2.3(a), accidents involving students, teachers or other engaged in vocational education courses, programs and/or activities that require treatment of the victim by a licensed medical doctor shall be reported to the Division of Vocational Education and Career Preparation on the form provided.

Please realize that the term vocational education is all encompassing for the purposes of this report. The vocational education courses, programs and/or activities for which accident reports are to be submitted are specified in part III of the form under the heading "TYPE OF VOCATIONAL COURSE/PROGRAM/ACTIVITY." Be certain to identify the individual course title where applicable. For example, if an accident occurred in an industrial arts program, identify the course in which it occurred (i.e., auto mechanics, woodworking, metal working, etc.).

The accident report should be completed by the person, usually the instructor, most familiar with the factual circumstances concerning the accident. In addition, the report shall be reviewed and signed by the principal or superintendent of the reporting agency. The completed accident report must be sent to the Division of Vocational Education and Career Preparation within five (5) working days of the occurrence of the accident.

The analysis of the information contained in the accident reports will assist the Division of Vocational Education and Career Preparation staff in planning and organizing educational activities designed to assure safe and healthful learning experiences for all those involved in vocational education.

New Jersey Is An Equal Opportunity Employer

SECTION III

SAFETY RESPONSIBILITIES

MISL07000187

SEND TO:
State of New Jersey
DEPARTMENT OF EDUCATION
Division of Vocational Education
225 West State Street, CN500
Trenton, New Jersey 08625

Attn: Accident Reporting

ACCIDENT REPORTING FORM FOR VOCATIONAL EDUCATION COURSE/PROGRAM/ACTIVITY

I. SCHOOL INFORMATION: COUNTY: ____ ☐☐ DISTRICT: ____ ☐☐☐☐

SCHOOL: ____ ☐☐☐☐☐

LOCATION OF ACCIDENT IF OTHER THAN SCHOOL: ____

II. ACCIDENT INFORMATION

PERSON INJURED: ____ (Last / First / Middle) SEX: M____ F____

GRADE LEVEL: ____ AGE: ____ PERSON INJURED: Student ____ Instructor ____ Other ____ (Specify) (Please Check)

INJURED PERSON SENT TO: Hospital ____ Physician ____ (Please Check) Date of Accident ____ Time of Accident: A.M. ____ P.M. ____ (Please Check)

III. TYPE OF VOCATIONAL COURSE/PROGRAM/ACTIVITY (Please Check)

- *____ Agriculture/Agribusiness/Natural Resources
- *____ Business Education
- *____ Cooperative Education
- *____ Consumer & Homemaking Education
- *____ Distributive Education
- *____ Employment Orientation
- *____ Health Occupations
- *____ Home Economics Related Occupations
- *____ Introduction to Vocations
- *____ Industrial Arts
- *____ Technical Education
- *____ Technology for Children
- *____ Vocational-Industrial Education
- *____ Work Study
- *____ WECEP
- *____ Vocational Student Organizations
- *____ Other ____

SDE USE ONLY ☐☐☐☐☐☐☐

*Specify title of course/program/activity ____

COOPERATIVE VOCATIONAL EDUCATION ACCIDENTS ONLY

Student's Job Title: ____ Work Station Approval Number ____

Was Student Covered By: Working Papers ____ Training Agreement ____ Worker's Compensation ____ (CHECK ALL THAT APPLY)

IV. DESCRIPTION OF INJURY

1. PART OF BODY INJURED (Please Check)

____ Abdomen	____ Eye	____ Nose
____ Ankle	____ Face	____ Ribs
____ Arm	____ Finger	____ Scalp
____ Back	____ Foot	____ Stomach
____ Buttocks	____ Hand	____ Throat
____ Chest	____ Knee	____ Teeth
____ Collar-Bone	____ Leg	____ Wrist
____ Ear	____ Mouth	____ *Other
____ Elbow	____ Neck	

*SPECIFY: ____

2. APPARENT NATURE OF INJURY (Please Check)

____ Abrasion	____ Fracture
____ Amputation	____ Poisoning
____ Asphyxiation	____ Puncture
____ Bite	____ Scalding
____ Bruise	____ Scratches
____ Bump	____ Shock (electric)
____ Burn	____ Splinter
____ Concussion	____ Sprain
____ Cut-Laceration	____ Sting
____ Dislocation	____ *Other

*SPECIFY: ____

3. CAUSE OF INJURY (Please Check)

____ Struck Against	____ Overexertion
____ Struck By	____ Contact with Electric Current
____ Fall from Elevation	____ Contact with Caustic, Toxic, Noxious Substance
____ Fall from Same Level	____ Contact with Temperature Extremes
____ Caught In, Under, Between	
____ Rubbed or Abraded	
____ Other (Specify)	

4. DEGREE OF INJURY (Please Check)

- ____ Non-Disabling
- ____ Temporary Disability
- ____ Permanent Disability
- ____ Death

V. NARRATIVE (Briefly describe how accident occurred indicating conditions, actions, tools and equipment involved.)

ACCIDENT REPORT COMPLETED BY:
Name ____
Title ____
Telephone Number ____

*Signature of Principal or Chief School Administrator
____
Date ____

Distribution:
WHITE-DVE Yellow-County Superintendent Pink-Sending District Goldenrod-Originator

DO NOT DUPLICATE

SEND FOR ORIGINAL

SECTION III

LEGAL CONSIDERATIONS/RESPONSIBILITIES

FEDERAL AND STATE LABOR LAWS

As stated on the Cooperative Vocational Education Training Agreement, "The employer is aware of the educational nature of the program, and agrees to observe all state and federal laws and regulations relative to the employment of minors."

DO NOT ASSUME the employers know and follow all federal and state labor laws. Ask if they have a copy of them. If they don't, provide them with one. Staple your business card to the copy you provide them. (Good public relations.)

All teacher-coordinators should obtain copies of:

Publication WH1088 - "ATTENTION EMPLOYERS" - U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division (available through the Government Printing Office).

New Jersey Child Labor Law Abstract available from:

State of New Jersey
Department of Labor and Industry
Division of Workplace Standards
Office of Wage and Hour Compliance
CN 389
Trenton, New Jersey 08625

Request one copy of all Child Labor Law Booklets and multiple copies of the Child Labor Law Abstract.

WORKING PAPERS

EVERY student who is not 18 years of age on or before the day she/he begins work MUST have working papers.

EVERY time a student changes a job, she/he MUST have a new set of working papers for that job.

If a student has NEVER obtained working papers before, she/he must provide the following:

Promise of Employment - this form is obtained from the person in your school system responsible for working papers. The student takes this form to the employer who completes the form and signs it. The student then gives the form to the teacher-coordinator or to the person responsible for issuing working papers.

SECTION III

LEGAL CONSIDERATIONS/RESPONSIBILITIES

Physician's Certificate - this form must be completed and signed by the physician who has given the student a physical examination certifying that the student is capable of working. This form MUST be used. (Sometimes the school doctor will perform this service at no charge to the student.)

Birth Certificate - provide a copy of your birth certificate which is sent to the Department of Labor and returned to you later.

School Record - this form is used from September through June. It is completed by guidance personnel or any other authorized school administrator.

Social Security number - if the student has not already done so, she/he must first obtain this number from Social Security.

The student brings the completed forms to the person authorized by the school to issue working papers. DO NOT CONFUSE the Promise of Employment with the Working Paper form.

The authorized person will then send one copy of the working papers to the Department of Labor, one copy to the employer and retain one copy for the school files.

Students who have had working papers and are now changing jobs, MUST HAVE NEW WORKING PAPERS FOR EVERY JOB.

Students should obtain a Promise of Employment form, take it to the new employer, have her/him complete it and return the completed form to the person in the school who issues working papers.

The student will then have working papers, one copy of which is given to the new employer.

THE TEACHER-COORDINATOR SHOULD PERSONALLY CHECK THAT EVERY STUDENT HAS WORKING PAPERS

SECTION III

LEGAL CONSIDERATIONS/RESPONSIBILITIES

WORKERS' COMPENSATION

The Cooperative Vocational Education Training Agreement, (which is signed by the teacher-coordinator, the employer, the student and the parent/guardian) under working conditions, number 1, states:

> "All student-learners must be covered by Workers' Compensation Insurance."

DO NOT ASSUME THE EMPLOYER CARRIES THIS INSURANCE!!

Employers or teacher-coordinators experiencing trouble on any question under this law, can obtain advice free of charge by calling or writing to:

Division of Workers' Compensation
New Jersey Department of Labor and Industry
CN 381
Trenton, New Jersey 08625

WRITE OR CALL FOR THEIR FREE BROCHURE

UNEMPLOYMENT AND DISABILITY INSURANCE

Students upon entering the program, should clearly understand that they are NOT ENTITLED TO COLLECT UNEMPLOYMENT INSURANCE as a result of working on their job which is a part of the cooperative education program.

EMPLOYERS SHOULD NOT REPORT THE NAMES OF COOPERATIVE EDUCATION STUDENTS ON THEIR QUARTERLY CONTRIBUTION REPORT, NOR SHOULD THEY DEDUCT WORKERS' CONTRIBUTIONS FROM THESE STUDENTS' WAGES.

Every employer should receive a copy of the form, "Instructions to Employers for Reporting Information on Students Employed Under Cooperative Education Programs." (A.III.50.)

Teacher-coordinators should read the letter (A.III.49.) and the form (A.III.50.) carefully. THIS IS A BENEFIT TO THE EMPLOYER!

STATE OF NEW JERSEY
DEPARTMENT OF LABOR

CHARLES SERRAINO
Commissioner

DIVISION OF UNEMPLOYMENT AND DISABILITY INSURANCE
LABOR AND INDUSTRY BUILDING
TRENTON, NEW JERSEY 08625 - 0058

JAMES A. WARE
Director

TO: COORDINATORS OF COOPERATIVE EDUCATION

We are enclosing a supply of our Form B-399, "Instructions to Employers for Reporting Information on Students Employed Under Cooperative Education Programs." We request your assistance in distributing these circulars. Please make certain that employers currently participating in the cooperative education program receive a copy when negotiating an agreement with you.

When placing these students, it should be made clear to the employer, as well as the student, that services performed under this program are not in "covered" employment under the Unemployment Compensation Law. Therefore, wages paid for these services cannot be used in the calculation of benefits for unemployment insurance nor reported on the quarterly contribution report.

You should also provide participating employers with written certification that service performed by the student is part of a program combining academic instruction with work experience for which he/she will receive credit. Inasmuch as such service is excluded under the Unemployment Compensation Law, when the employer's payroll records are audited for tax purposes, the certification substantiates the validity of the non-payment of taxes on wages paid these employees. If you have not been providing employers with such documentation, it would be appreciated if you would do so.

Please share these forms with other coordinators of cooperative education in your school or college.

For additional copies, write:

Charles Salmon, Chief
Bureau of Program Services and
Standards
Labor and Industry Building, Room 605
Trenton, New Jersey 08625

New Jersey Is An Equal Opportunity Employer

AO-18.11 (9-84)

SECTION III

STATE OF NEW JERSEY
DEPARTMENT OF LABOR

CHARLES SERRAINO
Commissioner

DIVISION OF UNEMPLOYMENT AND DISABILITY INSURANCE
C N 387
TRENTON, NEW JERSEY 08625 - 0387

JAMES A. WARE
Director

Instructions To Employers For Reporting Information On Students Employed Under Cooperative Education Programs

Service performed by students for employers under cooperative education programs are not covered under the New Jersey Unemployment Compensation Law. This applies whether services are part-time or full-time. Section 43:21-19(i)(7)(U) specifically excludes these services as follows:

> "Service performed by an individual who is enrolled at a nonprofit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on, as a student in a full-time program, taken for credit at such institution, which combines academic instruction with work experience, if such service is an intergral part of such program, and except that this subparagraph shall not apply to service performed in a program established for or on behalf of an employer or group of employers."

Any wages paid to students under this program should not be reported on the quarterly contribution report, nor should workers' contributions be deducted from their wages for either unemployment or disability insurance.

Any other students working for you outside of the cooperative education program, whether part-time or full-time, are covered. Wages paid to them should be reported on the quarterly contribution report, and workers' contributions should be deducted from their wages.

If you receive a request for wage information from the Disability Insurance Service pertaining to a student employed by you under a cooperative education program, or are asked by the student to complete a claim for disability insurance, please be certain to indicate that the worker is under a cooperative education program. (Disability insurance referred to herein does not concern disability or injury sustained on the job. Such disability is covered under the Workers' Compensation Law.)

If an individual employed by you under a cooperative education program files an unemployment benefits claim you will receive Form BC-2 "Request for Wage and Separation Information" from the Unemployment Claims Office. It will be necessary that you advise the Claims Office that this worker was not in covered employment, so under Item 15A of the form, in the space provided for such information, enter the notation "Cooperative Education." The remainder of the form should be completed as directed.

B-399 (R-7-85)

SECTION III

LEGAL CONSIDERATIONS/RESPONSIBILITIES

WAGES

The Cooperative Vocational Education Training Agreement, (which is signed by the teacher-coordinator, the employer, the student, and the parent/guardian) under Other Employer Responsibilities, No. 5, states:

> "To pay the student-learner the prevailing wage paid similar employees, and to recognize satisfactory service throughout the year with salary increases as awarded to other employees."

The minimum wage in New Jersey is $3.35 per hour as of January 1, 1981. This is consistent with the Federal minimum wage, which as of January 1, 1981, is also $3.35.

In cases where there are questions regarding the minimum wage, teacher-coordinators should make direct contact with the appropriate wage and hour office:

Federal (Trenton office) - 609-989-2247

State (New Jersey) - 609-292-2305

SOCIAL SECURITY

Almost all jobs in the United States are covered by Social Security. For the exemptions, call the Social Security office.

All jobs in the Cooperative Vocational Education Program are covered by Social Security and the employer must withhold monies from the student's pay for this. This deduction will be credited to the student's work record under the Social Security rules.

EVERY STUDENT MUST HAVE A SOCIAL SECURITY CARD.

To receive a card/number, the student completes an application, and mails or takes this to the nearest office with two documents, one, the ORIGINAL birth certificate, the other a report card or library card in the student's name. If the student takes these records in person, she/he may then keep the records, otherwise they will be returned by mail. The student will receive the social security card by mail.

For the nearest Social Security office, refer to the telephone directory under Social Security Administration.

SECTION III

LEGAL CONSIDERATIONS/RESPONSIBILITIES

FEDERAL AND STATE INCOME TAXES

Each student must complete a W-4 form for his employer.

If a student claims to be exempt (#6) from withholding, the employer will not deduct the tax amount from the student's pay.

The student must think carefully about declaring herself/himself exempt as she/he may well earn more than the minimum amount allowed during the year of her/his graduation. This could result in the student owing the Internal Revenue Service money the following year.

Information on the following topics is covered in the NEW JERSEY COOPERATIVE VOCATIONAL EDUCATION PROGRAM GUIDELINES (A.I.22.):

HOURS OF EMPLOYMENT (student)

HOURS OF EMPLOYMENT EXEMPTIONS (student)

HOURS OF EMPLOYMENT (teacher supervision)

STUDENT TRANSPORTATION

TARGETED JOB TAX CREDITS (TJTC)

How can TJTC help your program?

Inform employers that they may record 50% of the students' gross wages for the time they are employed in the cooperative vocational education program and use that dollar amount as a business expense deductible for Federal Income Tax purposes.

ALL STUDENTS DO NOT QUALIFY, HOWEVER.

To qualify for a tax credit after January 1, 1982, students must be economically disadvantaged. As determined by the Department of Labor, economically disadvantaged families are families that fall below 70% of the lower living standards.

For questions and/or <u>updated information</u>, contact the Division of Employment Services in the Department of Labor and Industry Administration and Management or the local Department of Labor Employment Office.

SINCE IT IS POSSIBLE THAT THE LEGISLATION IN DEALING WITH TARGETED JOB TAX CREDITS (TJTC) MAY CHANGE, IT IS RECOMMENDED THAT THE TEACHER-COORDINATORS CONTACT THE NEW JERSEY DEPARTMENT OF LABOR BEFORE PROCEEDING.

ATTEND PROFESSIONAL INSERVICE MEETINGS TO STAY CURRENT!

SECTION III

THE ADVISORY COMMITTEE

For more information on the following (A.II.14.):

Why an Advisory Committee?
What is an Advisory Committee?
What are the functions of the Advisory Committee?
An Advisory Committee may be required.
Organizing the committee.

SETTING GOALS

The effectiveness of an advisory committee for vocational/career education is no accident. It is the result of careful preparation and follow-through.

The following steps are recommended as a solid approach to insuring its effectiveness:

Develop a clearly written statement of the objectives, duties, and authority of the advisory committee.

A definite purpose should always be established for each meeting.

Members should leave a meeting with a sense of accomplishment and/or a task to be performed.

When committee members are assigned tasks, make the assignments clear and specific.

A goal may be set for the year which will take several meetings to accomplish.

A goal may be set which will be accomplished at a single meeting.

Samples of goals/tasks used by some schools are:

assist with student placement

assist in a community survey of businesses and job opportunities

obtain guest speakers for the classroom

assist in a public relations campaign

help plan a career day

assist in an evaluation of the program in relation to the needs of the community

research career development possibilities within the community

SECTION III

THE ADVISORY COMMITTEE

Give public recognition to the members at public meetings; through press releases; through personal letters of appreciation; or a special certificate of appreciation. It would also be a good idea to include the list of members on advisory committee stationery or publications.

CONDUCTING MEETINGS

The important characteristics of a good meeting are the exchange of knowledge, experience, opinions and ideas of the members.

IT IS ESSENTIAL THAT ALL MEETINGS BE CAREFULLY PLANNED

An agenda should be prepared and followed for every meeting.

Agendas should be concise and easy to follow.

All members should be aware of the "time frame" for the meeting.

Discussions should be "guided" so that members refrain from digressing.

If a speaker is part of the agenda or if a member has a presentation, she/he should have a "time frame."

If a meal precedes or follows the meeting, allow adequate time. Have this phase optional so members, if they choose, may attend the business meeting only.

Always start meetings on time even though everyone may not be present. When members become aware that meetings will start on time, they will be on time.

All business should be conducted at the meeting, not before, after or by telephone. If members feel "left out," they will no longer attend.

If tasks are to be performed by members, set a definite time for the task to be completed.

Notify the members of the meeting by telephone as often as possible (call everyone or none) then follow with a reminder letter. This gives the teacher-coordinator an opportunity to briefly explain the reason for the meeting and the importance of members attending.

SECTION III

THE ADVISORY COMMITTEE

Place a cover on the agenda and include other materials relevant to the meeting to make a logical, sequential program.

Include in the program a copy of "The Role of the Advisory Committee."

Paper clip a name tag to the agenda/program and use this as a place card for special seating arrangements.

Try to seat all advisory committee members at a round/square table. It helps everyone feel equal.

ADVISORY COMMITTEES - MISTAKES TO AVOID

Avoid meeting for the sake of meeting. Advisory committees are expensive in person-hours.

Avoid meetings that last more than one hour excluding time for refreshments or service of a meal.

Avoid giving a decision to the advisory committee which could better be made by someone else or which is not particularly important.

Avoid alienating those with unpopular opinions.

Avoid having a chairperson who unduly dominates the group.

Avoid manipulation of members as the secret agenda to your meetings; avoid anything which resembles a "rubber stamping" of decisions already made.

Avoid a complacent attitude in relation to the advisory committee. When attendance drops and the level of discussion stays at the trivial or superficial level, the advisory committee is no longer effective.

CHECKLIST FOR TEACHER-COORDINATOR SETTING UP ADVISORY COMMITTEE MEETING

_____ If this is the first meeting, has someone been appointed to take minutes?

_____ Have members been reminded?

_____ Has the meeting room been scheduled?

_____ Have provisions been made for parking?

_____ Have guides, signs, and floor plans been provided?

SECTION III

THE ADVISORY COMMITTEE

_____ Have materials, such as name tags, notebooks, pencils, notepads, and agenda been assembled?

_____ Have arrangements been made for audio-visual or other special equipment if needed?

_____ Have refreshments been provided?

_____ Have resource materials been collected?

_____ Other:_____

NOTES:

SECTION III

ONGOING PUBLIC RELATIONS

Public relations should be considered a continuous project. A one-shot massive campaign may obtain results but it cannot maintain them. Public relations can be thought of as a systematic approach to build positive attitudes and to counteract negative influences toward your program.

PLAN YOUR STRATEGY. Use a variety of techniques to meet the interests of a variety of individual groups.

Although teacher-coordinators will always be promoting "good will" with employers, parents/guardians, faculty, students and the community, there may be specific times when the concept of cooperative vocational education can logically be strengthened.

The following public relations suggestions have been organized into a calendar format. However, it should be clearly understood that all of the activities may be appropriate and used at any time time during the year.

SEPTEMBER - "PUBLIC RELATIONS" GOAL - PRESENT COOPERATIVE VOCATIONAL EDUCATION TO STUDENTS

Saturate your students with knowledge about cooperative vocational education.

Guest speaker - a former cooperative vocational education student who is now at a professional/managerial level.

Bulletin board - cooperative vocational education success stories. "Cooperative Vocational Education Leads to Career Goals."

Discuss the history and diversity of cooperative vocational education.

Be sure students can explain the concept of cooperative vocational education.

OCTOBER - "PUBLIC RELATIONS" GOAL - PARENTS/GUARDIANS OF COOPERATIVE VOCATIONAL EDUCATION STUDENTS

Be sure all policy forms are signed by parents/guardians.

Take pictures of students on the job to send home to the parents/guardians.

Have students review career opportunities and send results home to parents/guardians.

SECTION III

ONGOING PUBLIC RELATIONS

Invite parents/guardians to school for conferences whenever necessary.

Send a personal invitation to each student's parents/guardians to attend "Open House," "Career Day/Night" and all other activities involving cooperative vocational education students.

NOVEMBER - "PUBLIC RELATIONS" GOAL - THE COMMUNITY

Write an article for the local newspaper on the cooperative vocational education program. List the cooperating employers. Use as many pictures as possible.

Be a speaker for one of the community organizations.

Place a cooperative vocational education display in a store window.

Personally visit owners/managers of businesses located within the community to explain the program.

DECEMBER - "PUBLIC RELATIONS" GOAL - BENEFITS/VOLUNTEER WORK

Have a fund-raising event - proceeds to be used for the employer appreciation activity.

Have students assist some community organization (of their choice) by donating a certain amount of time. Write article for newspaper.

Confer with employer on how student participates in holiday activities on the job.

Class discussion - "Holiday Time at Work."

JANUARY - "PUBLIC RELATIONS" GOAL - THE GUIDANCE DEPARTMENT

Schedule a meeting with guidance counselors to discuss the cooperative vocational program and characteristics of students who will benefit from the course.

Meet with counselors to discuss problems of individual students whenever necessary.

Request permission to place a cooperative vocational education bulletin board in the guidance office for this month.

SECTION III

ONGOING PUBLIC RELATIONS

Research career materials kept in the guidance office.

Request counselors send you all career-related literature they no longer want or need. Review carefully before using.

Use this month to concentrate on developing a good rapport with the counselors.

FEBRUARY - "PUBLIC RELATIONS" GOAL - THE STUDENT BODY

Speak to the junior home economics classes or any group of juniors about cooperative vocational education.

Place display on bulletin board in the main hall or other heavy traffic areas in the school.

Have present cooperative vocational education students give oral reports in other classes on the merits of cooperative vocational education.

Permit cooperative vocational education students to invite friends who are juniors for a breakfast or lunch.

Have a Cooperative Vocational Education booth at a Career Day held in the school.

Be a guest speaker for other teachers. Topic: "Cooperative Vocational Education and Careers."

Write an article for the school newspaper.

MARCH - "PUBLIC RELATIONS" GOAL - OTHER FACULTY MEMBERS

Speak briefly at a faculty meeting on the program.

Notify all teachers of the students enrolled in cooperative vocational education and request a note from the teacher about any student failing a course. (Throughout the year.)

Cooperate with faculty members on student discipline. Emphasize--students must stay after school for the teacher. Request teachers give one day's notice. (Throughout the year.)

Notify other faculty members of student successes.

Place articles and pictures on bulletin board in faculty room or faculty dining room.

SECTION III

ONGOING PUBLIC RELATIONS

APRIL - "PUBLIC RELATIONS" GOAL - THE ADMINISTRATION AND BOARD OF EDUCATION

In addition to other reports submitted according to local policy, compile and present a brief report on student attendance and/or job placement figures. Compare junior and senior attendance of cooperative vocational education students.

Present a list of cooperating employers.

Present a chart of student earnings to date, also, amount of taxes paid.

Meet with members of the administration and/or Board of Education to present the success stories of cooperative vocational education.

MAY - "PUBLIC RELATIONS" GOAL - THE EMPLOYER

Conduct an employer appreciation activity.

Give each employer an "appreciation certificate" (Appendix 13 a-b).

Include employer thank-you letter with last student evaluation.

Call to the owners/managers attention the positive contributions of a certain supervisor.

Personally thank each employer for her/his cooperation with the program.

Place an article in the newspaper listing all the cooperative employers. Give a copy of the article to each employer.

Invite employers into classroom as guest speakers.

JUNE - "PUBLIC RELATIONS" GOAL - THE ALUMNI

Invite alumni of the program back to school for a tea (activity) to meet with present and potential students.

Request all alumni present to complete follow-up study form. (Saves work later.)

Approach certain alumni to be guest speakers for the next school year.

SECTION IV

EVALUATING THE PROGRAM

EVALUATION BY TEACHER-COORDINATOR

EVALUATION BY STUDENTS

EVALUATION BY THE EMPLOYER

EVALUATION BY THE ADVISORY COMMITTEE

EVALUATION BY THE PARENTS/GUARDIANS

REPORTS TO ADMINISTRATION AND BOARD OF EDUCATION

FOLLOW-UP STUDIES

SECTION IV EVALUATING THE PROGRAM

EVALUATION BY THE TEACHER-COORDINATOR

EVALUATION AND FOLLOW-UP: AN INTEGRAL PART OF THIS PROGRAM

A Cooperative Vocational Education Program is considered the product of work done by teacher-coordinators, students, employers, the administration and members of the community. Therefore, it should be reviewed and evaluated by all.

EVALUATION BY THE TEACHER-COORDINATOR

Since teacher-coordinators are considered the key to the success of a cooperative vocational education program, they should periodically evaluate themselves and their program, incorporating ten characteristics of quality cooperative vocational education programs in such evaluations, as shown in the chart "Evaluation of Teacher Coordinators."

AN EVALUATION FORM FOR TEACHER-COORDINATORS, COOPERATIVE VOCATIONAL EDUCATION

YES	NO	
___	___	1. Qualified students are admitted and placed in jobs that afford opportunities for training in skilled occupations.
___	___	2. A vocational advisory committee has been selected, meets regularly and makes concrete contributions to the program's success.
___	___	3. Teachers and school officials understand and support the Cooperative Vocational Education program.
___	___	4. Instruction in related theory is taught in accordance with current practice in the field and provides for significant growth in the occupational knowledge of each student enrolled.
___	___	5. Adequate instructional materials and training aids are available for related instruction.
___	___	6. Related theory classes provide for meaningful student development in personal, community and occupational knowledge.
___	___	7. Coordination between school and work is continuous and systematic.

SECTION IV

EVALUATION BY THE TEACHER-COORDINATOR

YES NO

8. Training outlines of jobs, processes and operations are developed jointly by the coordinator and employer. Training outlines are consistently used to guide the trainees' progress and to determine the selection of related instruction. ___ ___

9. Students are employed in accordance with all legal requirements and in positions that are suitable environments for health and safety. ___ ___

10. Open communications are maintained among the administration, faculty, employers and community. ___ ___

SECTION IV

EVALUATION BY STUDENTS

The students participating in the program should evaluate the program minimally twice a year. This may be accomplished during class discussions (suggestions should be constructive) or by completing an evaluation form.

Toward the end of the year, all students should evaluate the program using a prepared form so the teacher-coordinator can review their comments during the summer and adjust the program, if necessary.

Some of the following questions and/or statements may be used:

Enumerate the advantages the cooperative vocational education has had for you.

Enumerate the disadvantages the cooperative vocational education program has had for you.

If you were to start your senior year again, would you elect the cooperative vocational education program? If the answer is no, please list the courses you would take instead and how you feel these would be of greater value to you.

Please list the ways in which you think this course could be improved. (Example: What else should be taught in the related class? What should be deleted? Suggest different arrangements with employers, school hours, evaluations, the grading system, reports, etc.)

What module taught in the related class was most meaningful to you?

Of the visual aids used, which was most meaningful to you? Why?

Which guest speaker did you enjoy most? Why?

How have you changed as a person as a result of this cooperative vocational experience?

SECTION IV

EVALUATION BY THE EMPLOYER

EVALUATION BY THE EMPLOYER

In addition to verbal comments by employers throughout the year, it may be helpful to the teacher-coordinator to request the employer to complete a program evaluation form. (A.IV.5.)

The employer may also provide help by evaluating the form you give her/him to report student progress.

All forms used by employers should be clear, concise and easy to use. Remember, employers are busy people.

EVALUATION BY THE ADVISORY COMMITTEE

Advisory Board members can:

Assist in an evaluation of all programs in relation to student needs and the needs of the community.

It is suggested that advisory committee members may:

Facilitate follow-up studies

Study placement results

Make recommendations for increased relevancy of programs

Assist in compliance with regulations
(Example: affirmative action)

Recommend and evaluate equipment changes

COOPERATIVE EDUCATION PROGRAM - PROGRAM EVALUATION BY EMPLOYER

Through periodic evaluation, we endeavor to improve our cooperative education program. We would appreciate your completing this list and returning it in the enclosed envelope.

FROM YOUR OBSERVATION: (Please Circle)

1. How much did your business benefit from its participation in the cooperative education program?

Very Much Much Little Very Little Additional Comments:____

2. Did you feel that the student-learner received vocational benefit from the supervised training?

Very Much Much Little Very Little Additional Comments:____

3. Did you notice any marked improvement in the student-learner during the training period?

Very Much Much Little Very Little Additional Comments:____

4. Is a cooperative education student generally more productive in work performance than a beginning worker without supervised work experience?

Very Much Much Little Very Little Additional Comments:____

5. Does a student-learner have a better attitude toward work and associates than an after-school employee who has no school supervision?

Very Much Much Little Very Little Additional Comments:____

6. Did participation in the cooperative education program cause any burden on you and your business associates?

Very Much Much Little Very Little Additional Comments:____

7. At the end of the training period, did the student-learner measure up to your employment standards?

Very Much Much Little Very Little Additional Comments:____

8. Was the teacher-coordinator helpful? _____ Yes _____No

9. Would you continue to participate in the cooperative education program? _____ Yes _____No

10. Please make specific suggestions which will enable us to better serve the community. (Continue on reverse side if necessary.)_____

FIRM NAME:_____ SIGNATURE:_____
ADDRESS:_____TITLE:_____

SECTION IV

EVALUATION BY THE PARENTS/GUARDIANS

Parents/Guardians of cooperative vocational education students may be helpful in the evaluation of the program.

The teacher-coordinator may ask the parents/guardians to complete an evaluation form or may choose to discuss the questions included on the form at a parent conference.

PARENTS'/GUARDIANS'EVALUATION OF THE COOPERATIVE EDUCATION PROGRAM

Dear Parent/Guardian:

In order that we might provide the most effective type of education and training for the students, we are asking you to take a few minutes to evaluate the cooperative education program. Your help will be greatly appreciated.

Coordinator: _____

Your Name: _____ Student's Name: _____

	Very Much	Much	Little	Very Little
1. Has your child's progress in the cooperative education program given her/him a better chance for a promotion or salary increase?				
2. Has your child formed the habit of using her/his time and money wisely?				
3. Has your child made a noticeable improvement in self-control?				
4. Has your child developed good leadership and fellowship through the training?				
5. Was the training station suited to your child's interest and needs?				
6. Did your child's experience in this program increase her/his interest in school as a whole?				
7. Did the training help your child understand and get along better with people?				

SECTION IV

EVALUATION BY THE PARENTS/GUARDIANS

	Very Much	Much	Little	Very Little
8. Did your child become more interested in personal grooming as a result of the training program?				
9. Was there a noticeable increase in self-confidence shown by your child?				
10. Did you notice any personality change/development as a result of the training and experience gained from the program?				

11. On the basis of your observations, what suggestions would you make for improving the cooperative education program? _____

_____

_____

_____

_____

12. Other comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION IV

REPORTS TO ADMINISTRATION AND BOARD OF EDUCATION

Administration and Board of Education members should be made aware of the responsibilities of the teacher-coordinator and the successes of the students in the program.

How will they know how the teacher-coordinator spends the allocated supervisory time unless they are informed? How will they know how many students become permanently employed upon graduating as a result of their cooperative vocational education jobs unless they read a report? How will they know that this program has "holding power" for students who would probably leave school unless they are told? How will they know that the attendance of cooperative vocational education students improves remarkably unless the teacher-coordinator takes the time to write a report? How can they know the real value of the program unless the teacher-coordinator presents statistics which speak for themselves?

When compiling a report for the administration and the Board of Education members, the teacher-coordinator may wish to include some or all of the following:

A BRIEF STATEMENT OF THE PROGRAM

Example: Cooperative vocational education supplements our existing educational offerings by providing supervised on-the-job career training in home economics related occupations at carefully selected work stations.

FUNDING (if applicable)

Source: State and/or federal funds as a result of P.L. 98-524, the Carl D. Perkins Vocational Education Act of 1984

Civic organizations, industry, foundations, etc. (scholarships, donations, materials)

Enumerate exactly what the funding provided.

ENROLLMENT

Number of students starting the program, number completing. Compare with preceding year, particularly if numbers increased.

SECTION IV

REPORTS TO ADMINISTRATION AND BOARD OF EDUCATION

ATTENDANCE

Compare attendance of students during junior and senior year. Show average days improvement.

EMPLOYMENT HOURLY DATA

Show total number of hours the total class worked during the year. State the average number of on-the-job training hours per student provided by the program.

STUDENT WAGE DATA

Show the total amount of wages the students earned as a result of this program. Quote the highest rate per hour the student was paid and the average student earnings.

COOPERATING EMPLOYERS AND WORK STATIONS

List the work stations as training stations and used during the school year.

TEACHER-COORDINATOR'S ACTIVITIES

Include such items as:

Number of parent/guardian conferences held at parent's/guardian's home (evenings)
Number of parent/guardian conferences held at school
Time spent organizing reference library
Correspondence with employers
Follow-up phone calls to employers
Time spent preparing materials for and conducting related class every day
Attendance at in-service meetings (where and topics discussed)
Number of visits to business establishments for placement and supervision
Time spent processing necessary paper work in order for students to work
Providing news articles and pictures to local newspapers
Counseling students as needed
Time spent on presentation of program to prospective students and employers
Record keeping for efficient operation of program
Conferring with other teacher-coordinators on program improvement

TRAVEL

Number of miles traveled to maintain and expand program.

SECTION IV

FOLLOW-UP STUDIES

Evaluation and follow-up instruments are important indicators of the success of the program. Since the basic goal of cooperative vocational education is to prepare students for useful and gainful employment in occupations of their choice, it is imperative that formal instruments be used to provide feedback on program graduates and the program itself.

Section 113 of the Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524 requires:

> (9)(A) That the State will develop measures for evaluating the effectiveness of programs assisted under the Act in meeting the needs identified in the State plan, including measurements of such factors as -
>
> > (i) The occupations to be trained for, which will reflect a realistic assessment of the labor market needs of the State;
> >
> > (ii) The levels of skills to be achieved in particular occupations, which must reflect the hiring needs of employers; and
> >
> > (iii) The basic employment competencies to be used in performance outcomes, which must reflect the hiring needs of employers.
>
> (9)(C) That each program year the State will evaluate all of the projects, services, and activities under this part of at least twenty percent of the participating eligible recipients.

An interdisciplinary task force of teacher-coordinators along with New Jersey State Department of Education, Division of Vocational Education, staff have developed a packet of program evaluation and student follow-up forms.

The packet contains:

Cooperative Education Program Student Evaluation Follow-up--One Year. (A.IV.11.)

Cooperative Education Program Student Evaluation Follow-up--Five Years. (A.IV.14.)

Cooperative Education Program Evaluation by Employer. (A.IV.4.)

Parent's/Guardian's Evaluation of the Cooperative Education Program. (A.IV.6.)

SECTION IV

COOPERATIVE EDUCATION PROGRAM
PROGRAM EVALUATION BY STUDENT

One Year After Graduation Follow-Up

Through periodic evaluation, we endeavor to improve our cooperative education program. We would appreciate your completing this check list and returning it in the enclosed envelope.

Name (maiden)_____Year of Graduation_____

Phone_____Date___/___/_____

Address_____

Which cooperative education program were you enrolled? Check one:

☐ 1. Cooperative Agriculture

☐ 2. Marketing Education

☐ 3. Cooperative Health Occupations

☐ 4. Cooperative Home Economics

☐ 5. Cooperative Industrial Education

☐ 6. Cooperative Office Education

☐ 7. WECEP

Marital status: ___ single ___ married ___ divorced ___ widowed ___

Children: _____ number _____ ages

What are you now doing? (Circle all that apply)

1. Working for pay, full-time
2. Working for pay, part-time
3. In school, full-time--Name _____
4. In school, part-time--Name _____
5. In an Apprentice Program
6. In business for self--Type _____
7. Housewife
8. In armed forces Branch
9. Unemployed and seeking employment
10. Unemployed and not looking for employment
11. In employer's training program
12. Other

SECTION IV

COOPERATIVE EDUCATION PROGRAM
PROGRAM EVALUATION BY STUDENT

One Year After Graduation Follow-Up

Firm_____ Months employed_____

Kind or type of employment_____

Title/major duties_____

Equipment and machines used_____

What was your weekly gross starting pay in your first full-time job after leaving school?

_____under 75 _____76-100 _____101-150 _____151-and over

How long have you worked here?_____

How many times have you changed jobs since you graduated?_____

Do you think you would have profited from participating in the work experience phase of cooperative education earlier in high school? Yes_____ No_____

If the answer to the above is yes, at what specific point of your high school education do you feel you should have been co-oped?

Freshman_____ Sophomore _____ Junior _____

Have you been retained by your high school co-op employer?
Yes_____ No_____

Did your cooperative education employer offer you full-time employment upon graduation? Yes_____ No_____

Do you feel you would have been better qualified for your job if certain subjects had been offered to you earlier in your school curriculum? Yes_____ No_____

If yes, which course(s) _____ _____ _____

Which one of the following statements best describes the relationship between your present job and the school cooperative education program?

_____ Same job as trained for

_____ Job slightly related to training

_____ Job highly related to training

_____ Job not related to training

SECTION IV

COOPERATIVE EDUCATION PROGRAM
PROGRAM EVALUATION BY STUDENT

One Year After Graduation Follow-Up

How often on your present job do you use the knowledge and skills acquired from your cooperative education training?

_____Frequently _____Occasionally _____Seldom _____Never

Rate the following:

	Excellent	Good	Average	Poor
Related Class	_____	_____	_____	_____
Job-Placement	_____	_____	_____	_____
The Coordinator	_____	_____	_____	_____
Your Employment Experience	_____	_____	_____	_____
If applies, Youth Club Activity	_____	_____	_____	_____
Overall Cooperative Education Program	_____	_____	_____	_____

SECTION IV

State of New Jersey
Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625

COOPERATIVE EDUCATION PROGRAM STUDENT EVALUATION FOLLOW-UP

Five Year

Dear Cooperative Education Graduate:

In order that we might provide the most effective type of education and training for high school students, we are asking you to take a few minutes to evaluate the Cooperative Education Program at _____.

You can be sure that your help will be greatly appreciated.

PERSONAL DATA

Name _____
First Middle (Maiden) Last

Sex: Male_____ Female_____

Present Address _____

Telephone Number _____

Program area in which you were enrolled in school (check the appropriate cooperative education program).

_____1. Cooperative Agriculture Education (CAE)

_____2. Marketing Education (ME)

_____3. Health Occupations Education (HOE)

_____4. Cooperative Home Economics (CHE)

_____5. Cooperative Industrial Education (CIE)

_____6. Cooperative Office Education (COE)

_____7. Work Experience and Career Experience Program (WECEP)

SECTION IV

COOPERATIVE EDUCATION PROGRAM STUDENT EVALUATION FOLLOW-UP

Five Year

EMPLOYMENT DATA

Current Employment Status:

Employed	Unemployed
_____full-time	_____seeking full-time employment
_____part-time	_____seeking part-time employment
_____self-employed	_____not seeking employment

Cooperative Education Program Employer:

Name of Company and Location_____

_____

Job Title_____

Work Experience (List your PRESENT position)

Date Started _____ Exact Title of Position _____

Name of Employer and Location_____

_____

Salary or earnings per year: (Check appropriate column.)

_____ Under $5,000	_____$10,001 - $12,500
_____ $5,001 - $ 7,500	_____$12,501 - $15,000
_____ $7,501 - $10,000	_____Over $15,000

How did you obtain this job? ___ coordinator ___ friend ___ family

___ school ___ employment agency ___ Other (Explain) _____

_____

How related is this job to the cooperative program you took in high school?

___ same ___ highly related ___ somewhat related ___ not related

SECTION IV

COOPERATIVE EDUCATION PROGRAM STUDENT EVALUATION FOLLOW-UP

Five Year

Indicate the amount of help you received from the cooperative education program. Mark only those items which apply to you.

	Much Help	Some Help	Little or No Help
a. To meet entrance requirements to specialized training institutions.	_____	_____	_____
b. To continue my education.	_____	_____	_____
c. To prepare for employment.	_____	_____	_____
d. To get along with people.	_____	_____	_____
e. To define my career goal.	_____	_____	_____

Did you belong to a vocational student organization such as:

_____ DECA _____ FBLA _____ FHA/HERO

_____ VICA _____ FFA _____ HOSA

_____ AIASA _____OTHER (Explain)_____

If yes, how did it benefit you? _____

_____

Did you change your career goal? _____ Yes _____ No
If yes, why?

_____ No longer interested in that field
_____ Went to school to learn new career
_____ Took a new position in another field
_____ Employment opportunities limited in area of training
_____ Other (Explain)_____

Check the appropriate columns in which the cooperative education teacher helped you in high school.

_____ in school problems
_____ in family or personal problems
_____ in work-related problems

Would you recommend the cooperative program to other students?

_____ Yes _____ No

SECTION IV

COOPERATIVE EDUCATION PROGRAM STUDENT EVALUATION FOLLOW-UP

Five Year

Did you originally enroll in the cooperative program in high school to get: (Check one or more answers below.)

_____ out of school earlier in the day
_____ pay
_____ job experience
_____ Other (Explain)_____

Was your feeling, expressed above, the same at the end of your cooperative education experience? (Please comment.)

_____

_____

Education beyond high school: (Check the appropriate line(s) and fill in where necessary.)

Attended	Completed	Type of Education	Name of Institution	Name of Program
_____	_____	Adult or evening school	_____	_____
_____	_____	Technical or business school	_____	_____
_____	_____	Licensing or certification program	_____	_____
_____	_____	Apprenticeship program	_____	_____
_____	_____	Two-year college	_____	_____
_____	_____	Four-year college	_____	_____
_____	_____	Other	_____	_____

Military Service:

Branch _____ Job Title _____ Length of Service _____

THANK YOU

CHE

COOPERATIVE HOME ECONOMICS EDUCATION

SECTION V

FUTURE HOMEMAKERS OF AMERICA/ HOME ECONOMICS RELATED OCCUPATIONS

WHY ORGANIZATIONS

WHO WE ARE

HOW IS FHA/HERO STRUCTURED

PROGRAM OF WORK

SECTION V FHA/HERO

WHY ORGANIZATIONS?

Why Belong to an Organization

A person chooses to belong to an organization for her/his own personal reasons. In a recent membership survey, FHA/HERO members listed the following benefits:

- making new friends
- learning home economics skills
- having fun with friends
- improving self-confidence
- developing leadership abilities
- helping others

FHA/HERO members find that these benefits help to meet their goals, concerns and interests.

FHA/HERO HELPS STUDENTS

- develop a personal leadership style;
- have fun through shared group experiences;
- understand themselves and relationships with others;
- develop a wider circle of friends;
- prepare for community living as responsible citizens;
- experience the satisfaction of helping others.
- develop employability skills;
- identify concerns, make decisions and carry out activities
- improve home and family life;
- explore the changing roles of women and men;
- gain recognition for accomplishments;
- work cooperatively with teachers in an informal atmosphere.

SECTION V

WHY ORGANIZATIONS?

FHA/HERO HELPS SCHOOLS

- motivate and improve students' attitudes toward school and learning;
- gain community support for programs;
- integrate life skills into home economics education classes and make school and life relevant to one another;
- support school activities;
- carry out the school's purpose of preparing employable citizens.

FHA/HERO HELPS TEACHERS

- enrich classroom teaching and motivate students to learn;
- publicize the home economics program to parents, administrators and community;
- attract more students into the home economics program;
- establish rapport with students;
- develop leaders who can be of assistance in the classroom;
- become aware of additional resources;
- expand professional experience.

Obligations of Members

By paying state and national dues, members receive services provided and conducted by the organization. Since FHA/HERO, Inc. is a nonprofit organization, it is dependent on each member's participation and financial support.

The organization provides opportunities for members to participate in special interest national impact projects, leadership development activities, and other student-planned experiences. It is important for students to participate in these activities for their own self-development as well as growth for the local chapter, state and national organizations.

SECTION V

WHO WE ARE

Future Homemakers of America, Inc.
FHA/HERO Chapters
1910 Association Drive
Reston, Virginia 22091
(703) 476-4900

Future Homemakers of America, Inc. is a nonprofit national vocational student organization for young men and women in public and private schools through grade 12. It is open to students of all races and religious beliefs.

Future Homemakers of America: Skills for Life

The organization encourages personal growth, leadership development, family and community involvement and preparation for the multiple adult roles of wage earner, community leader and family member.

Chapter projects focus on a variety of contemporary youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, nutrition and fitness, intergenerational communication, and career exploration.

Involvement in Future Homemakers of America offers members the opportunity to expand their leadership potential and develop skills for life--planning, goal setting, problem solving, decision making and interpersonal communication--necessary in the world of work and the home.

Mission

To help youth assume active roles in society through home economics education in areas of--

- personal growth
- vocational preparation
- family life
- community involvement

Membership

Future Homemakers of America has a national membership of 325,000 young men and women. There are 53 state associations including the District of Columbia, Puerto Rico and the Virgin Islands.

There are 12,000 local chapters. FHA chapters emphasize consumer homemaking education; HERO chapters emphasize preparation for jobs and careers in home economics occupations.

Founded

Since its founding in 1945, Future Homemakers of America has involved over seven million youth. Former members are eligible to become national alumni members.

SECTION V

WHO WE ARE

Purposes

1. to provide opportunities for self-development and preparation for family and community living and for employment;
2. to strengthen the function of the family as the basic unit of society;
3. to encourage democracy through cooperative action in the home and community;
4. to encourage individual and group involvement in helping achieve worldwide brotherhood;
5. to institute programs promoting greater understanding between youth and adults;
6. to provide opportunities for decision making and for assuming responsibility;
7. to become aware of the multiple roles of men and women in today's society;
8. to develop interest in home economics, home economics careers and related occupations.

Program Emphasis

Future Homemakers of America--

- is the only in-school student organization with the family as its central focus;
- is a vocational education student organization that functions as an integral part of the home economics education curriculum and operates within the school system;
- provides opportunities for active student participation at local, state and national levels.

Governance

National officers (students) are elected by the voting delegates at the annual National Leadership Meeting. They represent all regions of the country and together make up the National Executive Council.

The National Board of Directors is composed of adult representatives from education and business and five youth representatives.

SECTION V

WHO WE ARE

State associations and local chapters elect their own youth officers. State programs come under the direction of Vocational Home Economics Education Staff, State Department of Education. Chapter advisors are home economics teachers.

Financial and Cooperative Support

Future Homemakers of America is supported primarily by student membership dues. Additional funds are raised from individuals, corporations and foundations by the National Future Homemakers of America Foundation, established in 1983. The organization is endorsed by the U.S. Department of Education (Division of Vocational and Technical Education) and the American Home Economics Association (AHEA).

National Publications

Teen Times, the official magazine of Future Homemakers of America, is published quarterly during the school year and distributed to affiliated members. The national staff also publishes a variety of other resource materials for members and adult leaders. A free catalog is available upon request.

National Staff

An executive director leads the organization and heads a national staff that gives direction to programs, communications, membership and alumni services, resource development and financial management.

SECTION V

HOW IS FHA/HERO STRUCTURED?

Relationship of National, State, Local Associations

National

The legal governing body of the national organization is the National Board of Directors. This board, which is responsible for the management of the organization determines policy, evaluates programs and activities, assists in short- and long-range planning, and controls financial transactions.

Fourteen elected officers (12 who are FHA or HERO members and 2 who are HERO members) serve on the National Executive Council. This council provides members to serve on Board Committees, plans the National Leadership Meeting, represents the organization at meetings of related organizations and agencies, and promotes the organization.

National headquarters staff which is managed by an executive director is housed at the National Leadership Center, Reston, Virginia. An associate director also serves the organization in an administrative position. Other professional staff members serve in the following departments: program, communications, membership, resource development, and business/accounting.

State

The State Executive Council plans the program of work, state and regional leadership meetings and other leadership development activities. It consists of ten elected officers (nine which are FHA or HERO members and one which is a HERO member).

The State Advisor, a member of the Home Economics and Consumer Education Project staff, New Jersey Department of Education, provides direction for program planning, conducts inservice activities for chapter advisors, and counsels the State Executive Council.

Local (Chapter)

An affiliated chapter must have at least eight members who pay state and national dues.

Each chapter elects its own officers, and the numbers of officers elected are determined by the needs of the particular chapter.

SECTION V

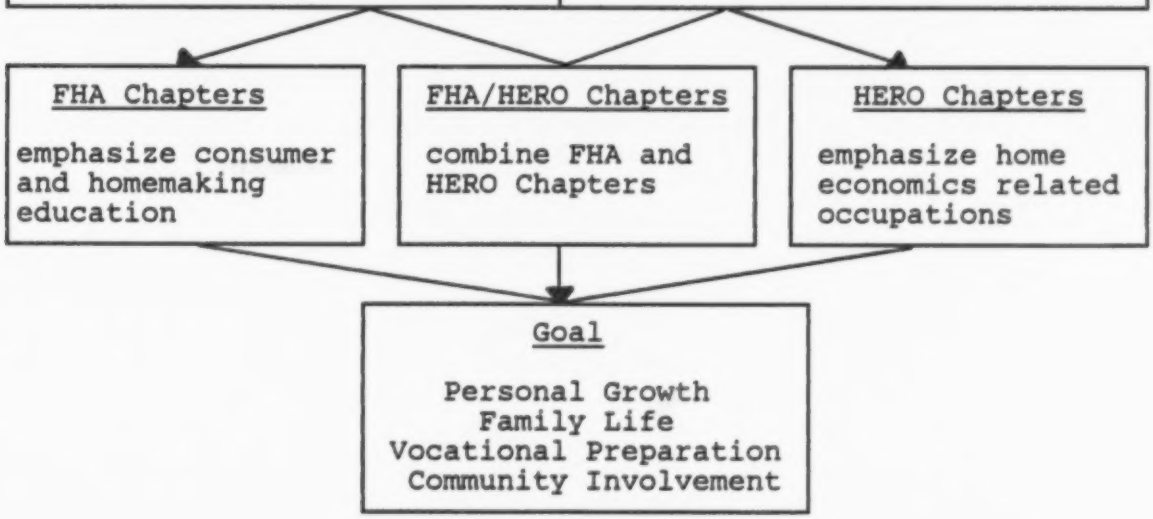
HOW IS FHA/HERO STRUCTURED?

These chapters (FHA, FHA/HERO, and HERO) are interrelated and focus on home economics and consumer education subject matter, knowledge and skills.

Home Economics and Consumer Education

FHA/HERO STRUCTURE

Consumer and Homemaking Education Courses/Programs	Home Economics Related Occupations Courses/Programs
1. Career Exploration	1. Child Care and Guidance Management and Service Occupations
2. Child Growth and Development	2. Clothing, Apparel and Textile Management, Production and Services
3. Clothing and Textiles	3. Food Management, Production and Services
4. Consumer Education	4. Home Furnishings and Equipment Management, Production and Services
5. Family Health and Safety	5. Institutional, Home Management and Supporting Services
6. Foods and Nutrition	6. Cooperative Home Economics Education Program
7. Home Management	
8. Housing, Home Furnishings and Equipment	
9. Personal and Family Economics	
10. Personal and Family Relations	



SECTION V

HOW IS FHA/HERO STRUCTURED?

Integral Part of the Curriculum

Chapter activities and projects are interrelated as classroom learnings to the home economics and consumer education curriculum.

Through the integration of chapter activities and projects into the curriculum, students:

(1) develop leadership skills

(2) plan, conduct, and evaluate chapter activities and projects

(3) direct the planning, implementation and evaluation of chapter activities and projects

(4) achieve the goals and purposes of the organization through chapter participation

(5) achieve individual growth through chapter participation

(6) achieve community involvement through chapter participation

(7) are involved in the learning and teaching process

Whether a chapter is set up as an out-of-class, or an in-class organization, activities and projects should relate to the home economics and consumer education curriculum.

Chapter Structure

Chapters may be structured as an in-class or an out-of-class organization.

Chapter structure must be defined by the school administration, chapter advisor, and members early in its formation. It is suggested that the planning process (A.V.9.) be used to develop the best structure for your local chapter.

In-class Chapter

Majority of chapter projects and activities occur within the classroom setting. Some activities/projects may be planned which involve the school and community on weekends, activity periods and before or after school.

THE PLANNING PROCESS

Identify Concerns -

.Brainstorm.
.Evaluate and narrow it to one idea or project that meets the needs, interests, and concerns of chapter members.

Set Your Goal -

.What you want to accomplish.
.Can it be achieved and evaluated?
.Consider available resources.

Form a Plan -

.Decide what needs to be done.

Who?

What?

When?

Where?

How?

.List abilities, skills, and knowledge required.
.List resources.

Act -

.Conduct plan.
.Develop timetable.
.List ways of recognizing accomplishments.

Follow Up

.Determine if goal was met.
.List ways for improvement or planning of future project.
.Share.

SECTION V

HOW IS FHA/HERO STRUCTURED?

All students enrolled in consumer and homemaking education and home economics related occupations courses/programs may become affiliated through payment of state and national dues.

Meetings occur during classtime.

Executive Council may be school-wide with each class (mini chapter) appointing or electing leaders which serve the mini chapter and on the executive council.

Committees and/or executive council may meet during class time or at other arranged/specified times.

Each class has its own set of officers/leaders.

Chapter activities/projects are more likely to be related to the home economics and consumer education curriculum.

All class members have opportunities to participate in chapter activities/projects and to become leaders.

Opportunities for classes to become youth-centered rather than teacher-centered.

Students do not have conflicts with transportation and after school jobs.

Provisions must be made for students not enrolled in home economics and consumer education courses/programs who wish to become a chapter member to participate in the activities/project.

Out-of-Class Chapter

Out-of-class chapter combines students who are or have been enrolled in consumer and homemaking education and home economics related occupations courses/programs.

Students may become affiliated through payments of state and national dues.

Meetings occur outside classtime.

Officers are elected at large from total chapter membership.

Elected officers serve on the school-wide Executive Council.

Committees and/or executive council meet after school or other arranged/specified times.

SECTION V

HOW IS FHA/HERO STRUCTURED?

Chapter activities/projects should be planned which relate to the home economics and consumer education curriculum.

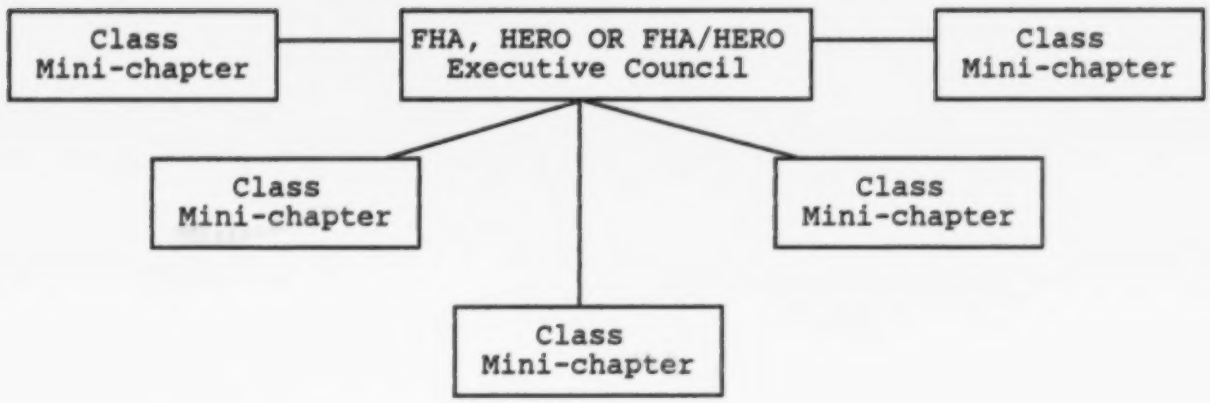
Chapter activities/projects occur outside the class and after or before school.

Only members who pay dues may participate in the chapter activities/projects.

Persons not presently enrolled in home economics and consumer education courses/programs may participate.

Chapter Structure Options

One Teacher Department
In-class Chapter



OFFICER STRUCTURE--Each class is a mini-chapter that elects representatives to an executive council, and executive council officers are elected by total membership or by the executive council themselves.

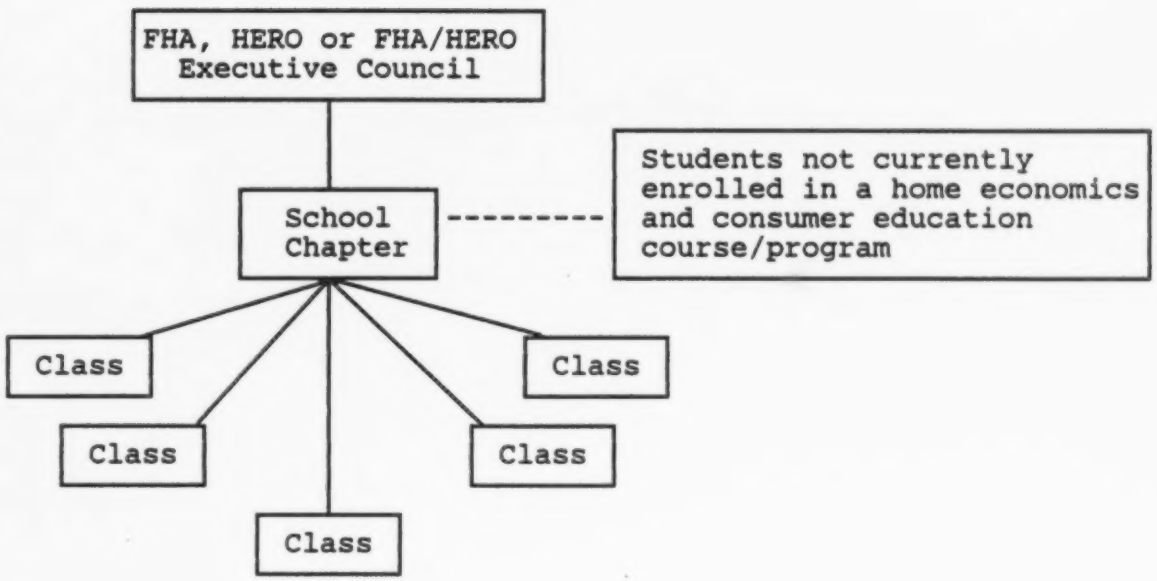
ADVISOR--Home Economics teacher is the advisor.

APPROPRIATE FOR--Small home economics departments offering consumer and homemaking education and/or home economics related occupations programs.

SECTION V

HOW IS FHA/HERO STRUCTURED?

One Teacher Department
Out-of-class Chapter



OFFICER STRUCTURE--Executive council officers are elected from total membership.

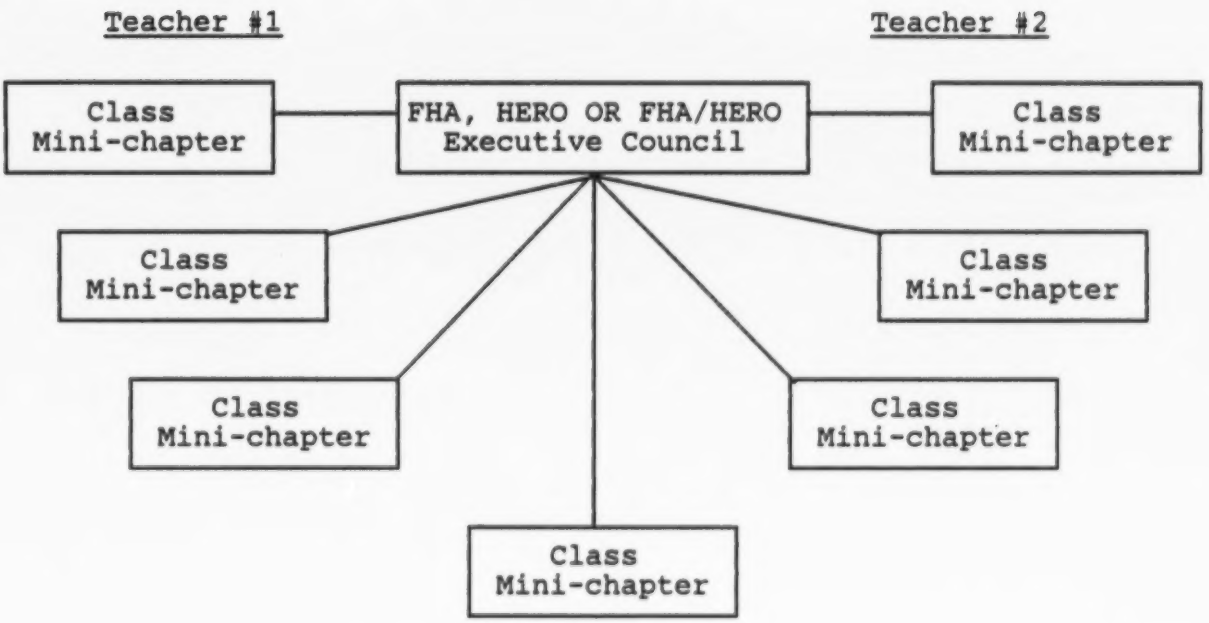
ADVISOR--Home Economics teacher is the advisor.

APPROPRIATE FOR--Schools that support out-of-class organizations and for students interested in the organization but are not now enrolled in home economics and consumer education courses and programs.

SECTION V

HOW IS FHA/HERO STRUCTURED?

Two or More Teacher Department
In-class - One Chapter Per School



OFFICER STRUCTURE--Each class is a mini-chapter that elects representatives to an executive council, and executive council officers are elected by total membership or by the executive council.

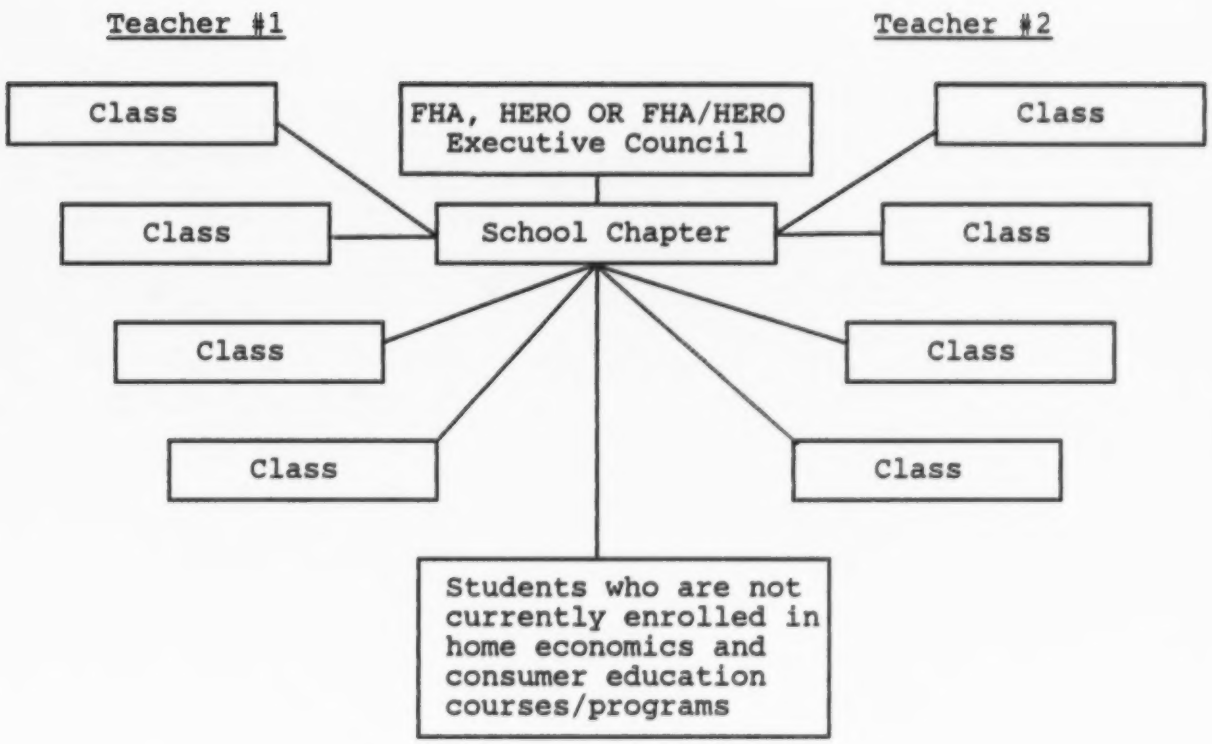
ADVISOR OPTIONS--Each teacher advises mini-chapters in her/his own classes. It must be determined who will serve as overall chapter advisor which could be the same teacher each year or rotated by year. Other advisors can serve as assistant advisors or assume responsibilities for specific tasks.

APPROPRIATE FOR--Moderate-sized home economics and consumer education departments offering consumer and homemaking education and/or home economics related occupations courses/ programs.

SECTION V

HOW IS FHA/HERO STRUCTURED?

Two or More Teacher Department
Out-of-class - One Chapter Per School



OFFICER STRUCTURE--Executive council officers are elected from the total membership.

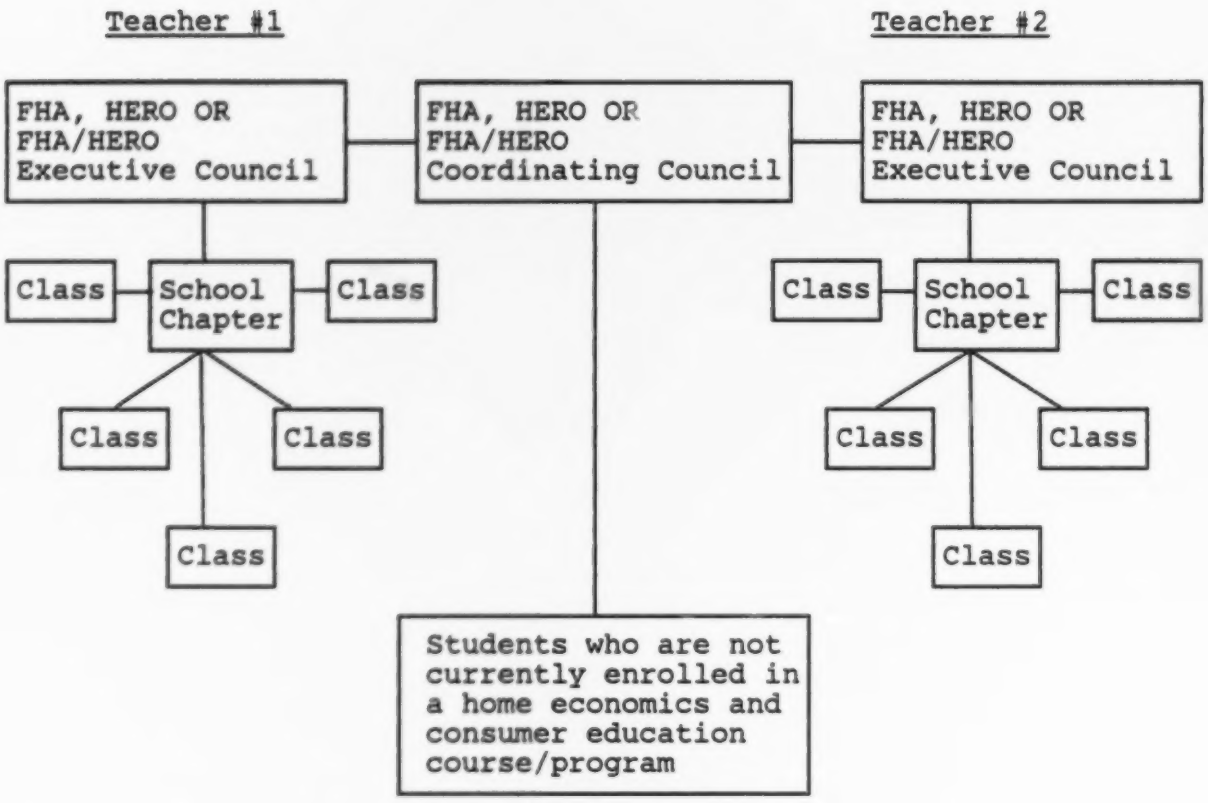
ADVISOR OPTIONS--One teacher is the advisor, or teachers rotate or divide responsibilities.

APPROPRIATE FOR--Schools that support out-of-class organizations and with interested students who are not currently enrolled in a home economics and consumer education course/program.

SECTION V

HOW IS FHA/HERO STRUCTURED?

Two or More Teacher Department
Out-of-class - One Chapter Per Advisor



OFFICER STRUCTURE--Each chapter has an executive council. Each executive council has officers elected by chapter members, and officers from each executive council form the coordinating council.

ADVISOR OPTIONS--Each teacher forms a chapter for students in her/his own class. All advisors work with the coordinating council.

APPROPRIATE FOR--Schools that support out-of-class organizations. Large home economics and consumer education departments that offer consumer and homemaking education and/or home economics related occupations. Schools with interested students who are not now enrolled in a home economics and consumer education course/program.

SECTION V

HOW IS FHA/HERO STRUCTURED?

PROGRAM OF WORK

Elected officers who serve on the Executive Council of the New Jersey Association of Future Homemakers of America/Home Economics Related Occupations and the State Advisor plan a program of work for each school year. Packets are prepared and are distributed to the affiliated chapters and others interested in initiating a chapter. Copies of the current program of work may be secured from the State Advisor of the New Jersey Association of Future Homemakers of America/Home Economics Related Occupations, New Jersey Department of Education, CN 500, Trenton, New Jersey 08625.

Projects

Projects are related to the curriculum and have state and/or national significance. Approximately ten state and national projects are available each year for chapter members' participation, which includes planning, development, implementation, and evaluation.

A chapter does not have to participate in each project, but projects should be chosen in which chapter members have indicated interest and concern.

Competitive/Recognition Events

A set of competitive/recognition events is also developed for each school year. Chapter members are encouraged to participate in these events on an individual or chapter basis at the annual state leadership meeting.

The first National FHA/HERO Competitive/Recognition events were conducted at the 1983 National Leadership Meeting. All states have an opportunity to participate at the national level.

Participation and Transportation of Students

All chapter members are encouraged to participate in the chapter activities/projects promoting the program of work which meet their interests, needs and concerns.

Transportation of students for related school activities must meet the local board of education regulations. In 1981, legislation was passed which allows qualified persons to transport students in a private vehicle with a capacity of eight or less. These persons, who are authorized by a board of education to provide transportation services, are not required to be licensed or regulated as a school bus driver.

APPENDIX

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Cooperative Vocational Education Training Agreement	3
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COOPERATIVE EDUCATION APPLICATION FORM

OCCUPATIONAL CHOICES

1. _____

2. _____

3. _____

PERSONAL DATA Date _____

Name _____ Telephone No._____

Address _____

Birth date _____ Age ____ Social Security No. _____

Do you have your own transportation? _____ If not, how do you plan to get to and from work?

_____

Please specify any physical limitations which could affect your employment.

_____

Family Doctor _____ Telephone No._____

List any skill subjects you have taken in vocational areas and grade (e.g. Industrial Arts, Typing, Home Economics 1):

COURSE	GRADE
_____	_____
_____	_____
_____	_____

Hobbies and outside interests:

_____

_____

How often have you been tardy to school this past year? _____

What is usually the reason? _____

How often have you been absent from school this past year? _____

What is usually the reason? _____

Previous part-time employment:

Employer	From	To	Position & Duties

References (no relatives):

	Name	Title	Mailing Address
1.			
2.			
3.			

FAMILY INFORMATION (if step-father or step-mother, write "S" in front of name) :

Father_____
(Last) (First) (Middle)

Address_____

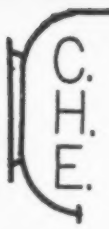
Living?_____ At home?_____

Mother_____
(Last) (First) (Middle)

Address_____

Living?_____ At home?_____

Guardian_____ Relationship_____
(If not living with parents)



COOPERATIVE HOME ECONOMICS

STUDENT APPLICATION

Please Print or Type:

Date_____ Homeroom_____ Shop/Major_____

Name_____ S.S.#_____
Last First Initial

Address_____
Number and Street City/Town State Zip Code

Home Phone #_____ Date of Birth_____ Age_____

Place of Birth_____
City/Town County State Country

School_____ Grade Completed_____

Name of Parent or Guardian_____

Address of Parent or Guardian_____

Occupation of Mother_____ Father_____ Guardian_____

General Health_____

Physical Restrictions_____

Family Doctor_____ Phone #_____

Do You Have a Car?_____ Driver's License_____ #_____

References - List Three (3) High School Teachers

1._____
Name School Subject

2._____
Name School Subject

3._____
Name School Subject

****

Received By _____ Title_____ Date_____

DEPARTMENT OF EDUCATION
STATE OF NEW JERSEY
DIVISION OF COUNTY AND REGIONAL SERVICES
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625-0500

APPLICATION FOR APPROVAL OF CHANGE TO SECONDARY SCHOOL PROGRAM

Name of District _____ District Code _____

Name of School _____ School Code _____

TYPE OF PROGRAM (check only one)

Adult High School ____ Regular ____ Summer School ____

Independent Study ____ Special Education ____ Vocational Education ____

Title of Course _____

TYPE OF MODIFICATION
(Enter check (X) or quantity as appropriate.)

	Check one	Credits: Formerly	Credits: Adopted	Selection: Required	Selection: Elective	Grade Level: Formerly	Grade Level: Adopted	No. Minutes: Daily	No. Minutes: Weekly	Length of Course: Weeks	Length of Course: Quarters	Length of Course: Semesters	Length of Course: Years	Length of Course: Other
A. Advanced Placement*														
B. Enrichment*														
C. Independent Study*														
D. New Adoption*														
E. Remedial*														
F. Credit														
G. Deletion														
H. Grade Level(s)														
I. Title														

Reason for Change _____

*Documentation Required: 1. Program objectives/outcomes. 3. Needs assessment statement.
2. Student proficiencies. 4. Evaluation process(pupil and program).

Date of Board of Education Approval __ _____ Proposed date for implementation _ _____

Typed name of chief school administrator _____ Signature _____ Date _____

****

Typed name of county superintendent _____ Signature _____ date _____

____ Approved ____ Disapproved Reason for disapproval _____

NJDE 631-23 (1/81)

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION
Division of Vocational Education and Career Preparation

COOPERATIVE VOCATIONAL EDUCATION TRAINING AGREEMENT

SCHOOL DISTRICT _____ Date _____

Employer _____ _____
Employer's Name *Address*

Agrees to employ _____ _____
Student-Learner's Name *Address*

for the purpose of training in _____ , Starting Wage: $ _____
Co-op Program

Student-Learner's date of birth _____ Working Papers _____
Date Issued

Working Conditions:

1. All student-learners must be covered by Worker's Compensation Insurance.
2. The employer is aware of the educational nature of the program, and agrees to observe all State and Federal laws and regulations relative to the employment of minors.
3. The employer will provide direct and close supervision by a qualified and experienced person, and safety instructions will be provided by the teacher-coordinator and the cooperating employer. *(See New Jersey Child Labor Law Abstract MW-129 and New Jersey State Department of Education T-Letter 268 on prohibited occupations.)*
4. Student-learners will not displace regular workers nor substitute for workers ordinarily needed by the employer.
5. To comply with all State and Federal civil rights laws.

Other Employer Responsibilities:

1. To take an active part in the training and supervising the above named student-learner while providing on-the-job instruction in accordance with the student-learner's training plan.
2. To employ the student-learner for an average of 15 hours a week, for a minimum of 540 hours, until the end of the school year, barring dismissal for cause.
3. To assist in evaluating the student-learner's progress by completing the student evaluation form when required. The student-learner will not be discharged nor status changed without first consulting with the teacher-coordinator.
5. To pay the student-learner the prevailing wage paid similar employees, and to recognize satisfactory service throughout the year with salary increases as awarded to other employees.
6. To allow the student-learner to be absent from work, without prejudice, when school or vocational student organization activities require the student's presence, with the understanding that notification of the need for such absence will be received from the teacher-coordinator at least one week prior to the absence.
7. To allow the student-learner to be observed on the job periodically by the teacher-coordinator of the Cooperative Vocational Education Program.
8. In the event the student-learner's school grades in any major subject fall below passing as a result of time spent on the job, weekly work hours will be reduced according to the advice of the teacher-coordinator until such time as the student-learner is earning passing grades.
9. To notify the teacher-coordinator as soon as possible any time the student-learner fails to appear for work or fails to call in sick at the scheduled time, or fails to stay for the scheduled time.
10. To be available for conference with the teacher-coordinator, the student-learner, or both, as necessary.

Work Experience:

The following will be included in the student-learner's work experience:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Signed _____
Employer

Signed _____ Phone _____
Teacher-Coordinator

I have read the above and fully understand my employer's responsibility to me and _____
School Name
High School, and my responsibility to my employer and school.

Signed _____ Signed _____
Student-Learner *Parent/Guardian*

THIS AGREEMENT MAY BE TERMINATED BY THE EMPLOYER AT ANY TIME AFTER CONSULTATION WITH THE TEACHER-COORDINATOR. THE TEACHER-COORDINATOR MAY TERMINATE THIS AGREEMENT AFTER CONSULTATION WITH THE EMPLOYER.

Appendix 4a

STUDENT EMPLOYMENT RECORD AND VISITATIONS

NAME _____ AGE ___ BIRTH DATE _____

ADDRESS_____ PHONE _____

_____

PARENT'S/GUARDIAN'S NAME_____

INTERVIEWS:

DATE _____ PLACE _____ PERSON_____

DATE _____ PLACE _____ PERSON_____

DATE _____ PLACE _____ PERSON_____

EMPLOYMENT STARTED _____ EMPLOYMENT TERMINATED _____

EMPLOYER COMPANY NAME _____ PHONE _____

ADDRESS _____ PERSON CONTACTED _____

_____ SUPERVISOR _____

TRAINING AGREEMENT _____ PARENT'S/GUARDIAN'S PERMISSION_____

WORKING PAPERS _____ STUDENT RULES _____

OBSERVATIONS:

DATE	COMMENTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TEACHER-COORDINATOR'S VISITATION RECORD
COOPERATIVE HOME ECONOMICS EDUCATION

Student Trainee _____ Training Station _____

Supervisor _____ Phone _____

Date _____ Time of Visit _____

I. STUDENT-TRAINEE

A. Appearance _____

B. Specific job being performed _____

C. Related information to supplement training _____

_____

D. Attitude toward job _____

E. Co-employees attitude toward student-trainee _____

_____

F. Work habits exhibited _____

_____

II. SUPERVISOR

A. Evidence of guidance _____

B. Comments on student's performance _____

_____

C. Suggestions to Teacher-Coordinator _____

_____

III. TRAINING STATION

A. Is student's activity (I B) significant to her/his occupational competency?

_____ Yes _____ No _____

B. Conditions conducive to good work experience?

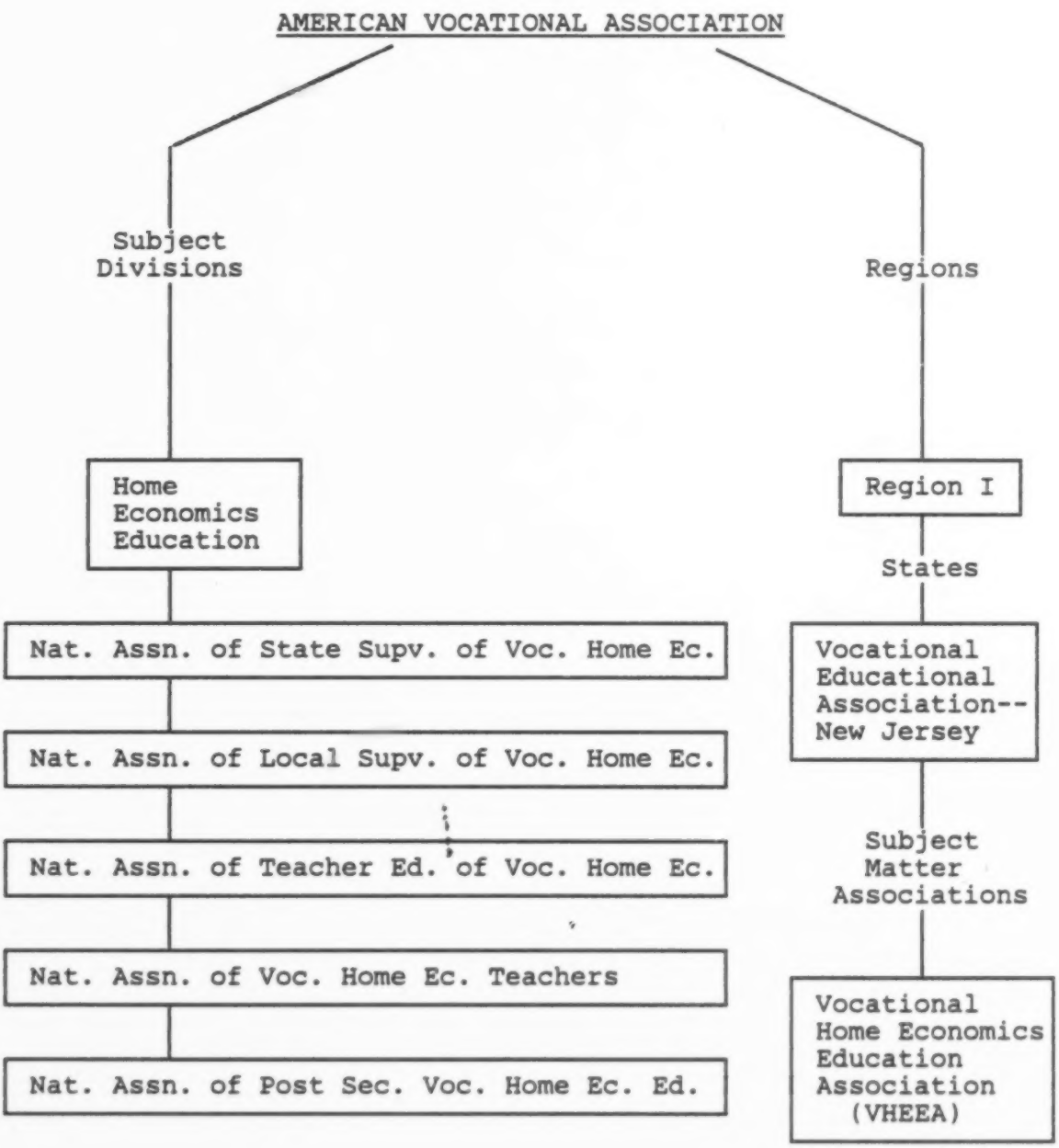
_____ Yes _____ No _____

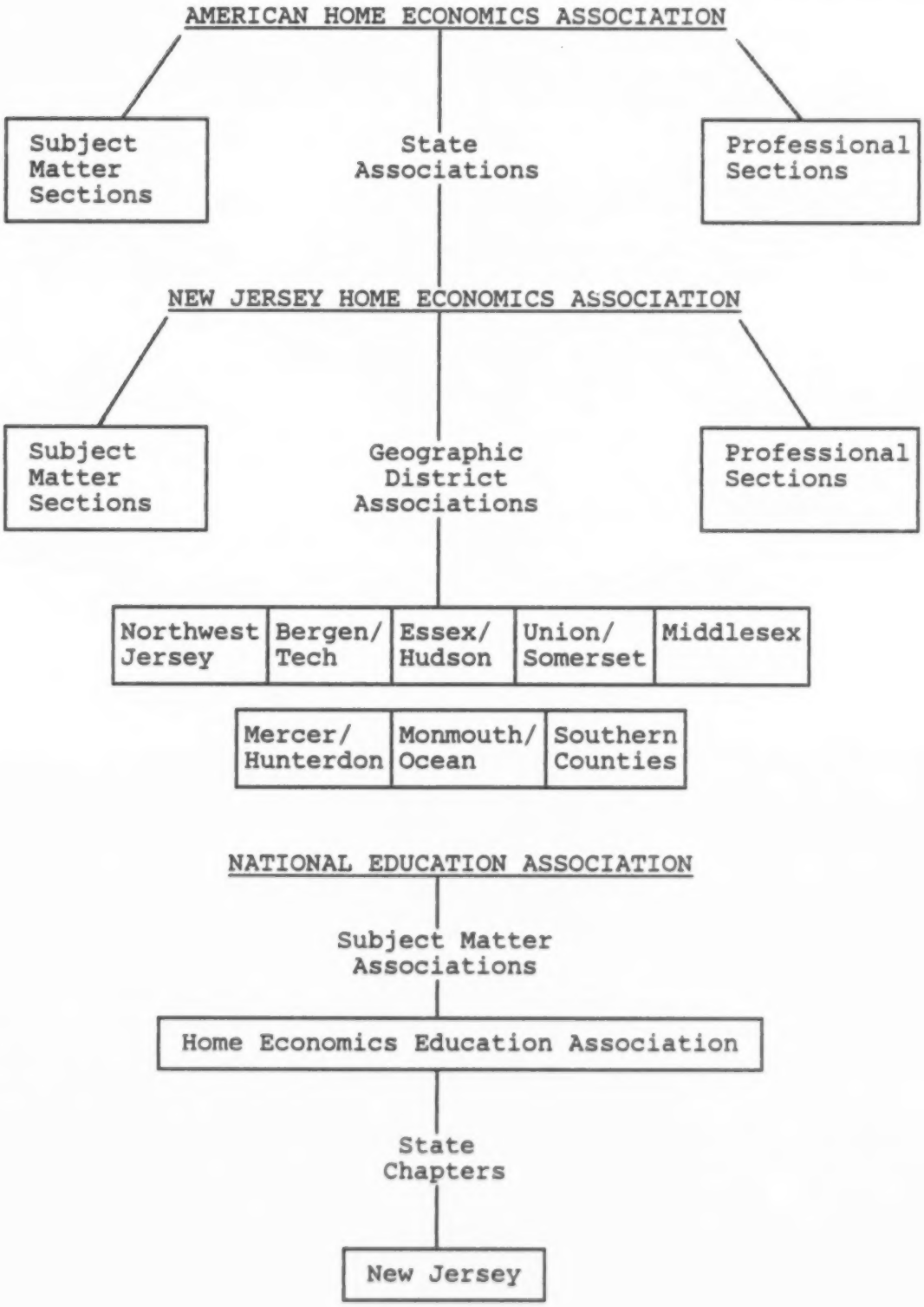
C. Safety hazards observed? _____

IV. Anecdotal account concerning adjustment, performance or progress in the work experience.

Appendix 5a

PROFESSIONAL ORGANIZATIONS FOR HOME ECONOMICS EDUCATORS


AMERICAN VOCATIONAL ASSOCIATION
Subject Divisions
Regions
Home Economics Education
Region I
States
Nat. Assn. of State Supv. of Voc. Home Ec.
Vocational Educational Association--New Jersey
Nat. Assn. of Local Supv. of Voc. Home Ec.
Nat. Assn. of Teacher Ed. of Voc. Home Ec.
Subject Matter Associations
Nat. Assn. of Voc. Home Ec. Teachers
Vocational Home Economics Education Association (VHEEA)
Nat. Assn. of Post Sec. Voc. Home Ec. Ed.


AMERICAN HOME ECONOMICS ASSOCIATION
Subject Matter Sections
State Associations
Professional Sections
NEW JERSEY HOME ECONOMICS ASSOCIATION
Subject Matter Sections
Geographic District Associations
Professional Sections
Northwest Jersey
Bergen/ Tech
Essex/ Hudson
Union/ Somerset
Middlesex
Mercer/ Hunterdon
Monmouth/ Ocean
Southern Counties
NATIONAL EDUCATION ASSOCIATION
Subject Matter Associations
Home Economics Education Association
State Chapters
New Jersey

Appendix 6a

_____ High School

_____, New Jersey

COOPERATIVE VOCATIONAL EDUCATION PROGRAM GUIDELINES

The purpose of the Cooperative Vocational Education Programs is to provide students with educational experiences that will help them acquire salable skills and develop positive work attitudes leading to their career goals. Responsibility for successful completion of this program must be shared by the home, school, and the students themselves.

1. It is the joint responsibility of the cooperative vocational education teacher-coordinator and also the student to seek employment for the latter. The coordinator must give approval to each work station.

2. It is expected that cooperative vocational education students will be employed or promised employment by October 1 unless extenuating circumstances prevail. The school will provide orientation, testing, counseling, and pre-employment evaluation prior to the student's entrance into the program. Students must accumulate 540 hours during any academic year to receive credit toward graduation.

3. In the event that a student leaves work during the school year because of neglect on the part of the student concerned, the following procedures will be observed:

   a. The student will be referred to the guidance department for further review or evaluation and recommendations will be made to the teacher-coordinator.

   b. The teacher-coordinator (with the recommendation of the Cooperative Vocational Education Committee) will make the decision as to whether the student will be allowed to remain in the program and/or under what conditions. In the event a student is dropped from the program, she/he will receive no credit but every attempt will be made to reschedule the student into a full day of school.

   c. If a student leaves a job through no fault of her/his own, she/he must obtain another position within a reasonable time. In such cases, it is the student's responsibility to present evidence that she/he has participated in at least three job interviews each week.

   d. Students who wish to terminate their services with an employer are expected to give two weeks notification under normal circumstances.

Cooperative Vocational Education Program Guidelines--(continued)

4. A training agreement which outlines the joint responsibilities of the employers and the students must be signed by the employer, the student, the parent/guardian, and the teacher-coordinator.

5. A rating sheet which evaluates the progress of the student on the job must be completed by each employer at the end of each marking period. In addition, an evaluation by the coordinator will be made on the basis of routine observation of the students on the job.

6. Students are expected to attend school and to report for work regularly in accordance with Board of Education Policy. The coordinator and the employer must be informed by the student when she/he is absent from school or from the job.

7. An evaluation of the student's progress for the year will be completed by the teacher-coordinator and will be filed at the end of the year in the student's folder located in the teacher-coordinator's files. This evaluation will reflect a summary of the employer's rating sheets, the student's performance in the related class, and a general summary by the teacher-coordinator which includes an inventory of the student's work experience. A copy of this summary will be placed in the student's guidance file and can be used as a basis for supplied information to prospective employers.

8. The Cooperative Vocational Education Committee meets monthly to coordinate the efforts of the cooperative programs. The committee consists of the principal, the cooperative vocational education teacher-coordinators, subject supervisors, and a representative from the guidance department. Special Services representatives or other resource personnel will participate in the committee deliberations as needed.

_____

Student Signature

_____

Parent/Guardian Signature

Appendix 6b

COOPERATIVE EDUCATION PROGRAMS

PARENT/GUARDIAN - STUDENT AGREEMENT/POLICY STATEMENT

1. I am NOT guaranteed a job and neither am I assigned to a job. My coordinator may suggest a job which seems suitable and then it is up to the employer and me to discuss the requirements and the other responsibilities of the job. If I qualify and am hired, I am in the Cooperative Education Program for the year. If I do not qualify and am unable to be hired on a job, I shall return to the regular school program. Both the teacher-coordinator and I will confer regularly about employment possibilities.

2. I must be clean and business like. The type of dress must conform to the regulations of the "training station."

3. It is recommended that the student subscribe to student accident insurance in order to be covered when she/he leaves the school building to go from school to work and from work to home.

4. I must assume the responsibility of transportation to and from work but I may not drive as a part of my job.

5. The school is not responsible for private transportation.

6. I must have regular attendance. I must not work any day I am absent from school.

7. I must obey the rules of the school. Suspension from school means suspension from the job as well. Teacher and office detention have priority over work.

8. I must work only on jobs approved by the teacher-coordinator.

9. As resolved by the Board of Education, all students in order to receive credits for the course must be employed during the full school year for a minimum of fifteen hours a week (may be averaged).

10. I am expected to discuss my work problems with the teacher-coordinator and never under any circumstances sever my relationship with my employer unless I have first consulted the teacher-coordinator.

11. I will provide the teacher-coordinator with a verified weekly job report which will include an accurate account of wages and hours.

12. If school is closed and my place of employment is open, I must report to my job at my regularly scheduled time.

13. I must follow all policies established by my employer in order to remain on the job.

14. If I am unable to attend school or be on the job, I must inform the employer and school by 10:00 a.m. each day of my absence.

I AGREE TO COMPLY WITH THE ABOVE RULES.

_____
Student Signature

The above provisions of the Cooperative Education Program have been discussed with me by my daughter/son. I hereby give my consent and approval for her/him to work on a supervised job as a part of the regular school program. I have received a copy of these provisions for future reference. I will be responsible for my daughter/son between the time she/he is released from school and commences work at her/his place of employment.

_____
Parent or Guardian's Signature

_____
Date

Appendix 7a

C. H. E.

COOPERATIVE HOME ECONOMICS

TEACHER-COORDINATOR

JOB PERFORMANCE RATING FORM

Student-Learner's Name _____

Employer _____ Date _____

Your constructive criticism enables us to provide better instructional training.
Please circle the rating that best applies:
(0) Unsatisfactory (1) Poor (2) Average (3) Good (4) Excellent

Personal Traits

Neatness	0	1	2	3	4
Suitability of Dress	0	1	2	3	4
Behavior	0	1	2	3	4
Speech	0	1	2	3	4
Interest in Work	0	1	2	3	4
Cooperation	0	1	2	3	4
Initiative	0	1	2	3	4
Honesty	0	1	2	3	4
Punctuality	0	1	2	3	4

Comments _____

_____

Ability To

Follow Directions	0	1	2	3	4
Understand Instructions	0	1	2	3	4
Attend to Details	0	1	2	3	4
Keep on the Job	0	1	2	3	4
Exhibit Self-Control	0	1	2	3	4

Comments _____

_____

Productivity of Work

Quantity of Work	0	1	2	3	4
Quality of Work	0	1	2	3	4

Comments _____

_____

Times Absent _____

Student Phoned? _____

Knowledge of Job

Mastery of Knowledge & Skills Needed for Job	0	1	2	3	4
Use of Knowledge & Skills Acquired on Job	0	1	2	3	4
Use of Equipment & Supplies	0	1	2	3	4
Housekeeping Performance	0	1	2	3	4

Comments _____

_____

Attitude

Accepts Criticism Positively	0	1	2	3	4
Tries to Improve	0	1	2	3	4
Shows Respect for Employer & Co-workers	0	1	2	3	4
Willingness to Learn	0	1	2	3	4

Comments _____

_____

Safety And Sanitation

Observes Safety Procedures	0	1	2	3	4
Observes Sanitation Procedures	0	1	2	3	4

Comments _____

_____

Times Tardy _____

Employer's Signature _____

COOPERATIVE EDUCATION

STUDENT PROGRESS REPORT

STUDENT ..... EMPLOYER .....

DATE ..... TYPE OF WORK .....

TEACHER-COORDINATOR ..... EVALUATOR .....

Please evaluate the employee on the job now being performed. This form helps the teacher-coordinator counsel and grade the student.

Indicate by a check mark in the proper box your estimate of the student's performance.

	FACTOR	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	OUTSTANDING
APPEARANCE	GROOMING	Appearance unsuitable for job.	Untidy – clothes and/or hair.	Sometimes careless about appearance.	Usually neat and clean.	Always neat and clean.
	PROPER DRESS	Clothes, shoes, accessories not suitable for job.	Needs some improvement in attire.	Occasionally wears unsuitable clothing, shoes, accessories.	Seldom wears attire that is inappropriate.	Always wears appropriate clothing, shoes, accessories.
ATTITUDE	INITIATIVE	Must always be told what to do.	Needs considerable supervision.	Normal supervision, not a self-starter.	Can usually work independently.	Solves routine problems, only need initial supervision.
	COOPERATION	Uncooperative, breeds trouble.	Cooperates reluctantly, slow to help.	Usually cooperative and willing.	Promotes good will, pleasant to deal with.	Goes out of the way to be helpful; cheerfully completes job assignment.
	SELF CONTROL	Loses temper quickly and unnecessarily.	Occasionally loses temper.	Seldom becomes disturbed.	Retains calm under average conditions.	Maintains poise under stress.
	RESPONSIBILITY	Cannot be depended upon, loafs on job.	Avoids responsibility, needs prodding.	Steady worker, sometimes needs follow-up.	Gets work done, meets obligations on own.	Very industrious, needs no follow-up.
	ATTENDANCE	Often absent and fails to notify.	When absent: -Notifies too late to replace. -Requires inquiry as to why.	Occasionally absent and notifies.	Absent with cause, notifies in time.	Rarely absent, notifies in time.
	PUNCTUALITY	Chronically tardy to work.	Generally reports on time but takes extended break time.	Always reports – requires occasional reminder.	Tardiness is unusual, works to last minute.	Never late, extremely conscientious.
JOB KNOWLEDGE	UNDERSTANDING JOB	Inadequate understanding of job.	Limited knowledge of duties, makes wrong decisions.	Performs job with normal assistance.	Performs job with small amount of assistance.	Exceptional skill in performing duties; wants to learn more.
	ACCURACY	Too many errors, untidy.	May sacrifice quality for quantity, frequent errors.	Produces standard quality, occasional errors.	Very few errors, seldom necessary to check work.	Exceptionally accurate and neat, shows true concern when mistake occurs.
	QUANTITY	Very slow worker, production below job requirements.	Does just enough to get by.	Output satisfactory, does standard amount.	Consistently turns out more than average.	Rapid worker, meets emergency demands well.
CARE OF MATERIALS AND EQUIP.		Disorganized work stations, excessive breakage and loss.	Negligent in care of small items, requires reminding.	Follows good housekeeping rules.	Work accomplished with minimal material loss.	Takes pride in appearance and organization of work station.
SPEECH		Little or no communication, work vocabulary nonexistent.	Never asks questions, replies in monosyllables.	Asks questions, learns new terminology.	Questions always pertinent, tries to use correct terms.	Expresses self fluently, uses proper terminology, not afraid to ask questions.
SAFETY		Knowingly ignores safety regulations, endangering self and others.	Frequently needs reminding and instruction.	Usually obeys all regulations.	Seldom needs reminding, follows rules.	Observes all regulations without reminder.

We appreciate any additional comments:

COMMENTS:

(Use Other Side For Comments)

_____ High School

_____, New Jersey

Dear

Because your daughter/son is temporarily unemployed, she/he must complete every item in the attached independent study contract in order to complete the work requirement portion and receive the fifteen credits for participation in the Cooperative Vocational Education program. If the contract is not completed satisfactorily in the allotted amount of time, it will be necessary, at the discretion of the teacher-coordinator, to retain the student in the school building until the end of the school day or longer so we may assist the student and supervise the work.

The materials contained herein serve the dual purpose of assisting the student to further explore the world of work and to develop more expertise in talking to employers and the general public.

It is the responsibility of the student to actively seek employment, and we will also continue to contact employers for a job placement. We sincerely hope the worthwhile experience of being employed will soon become a reality. It is our desire that every student achieve success.

Please indicate your desire by completing:

_____Call me at _____(phone number) at _____(time).
_____I will contact the school for an appointment.
_____I do not feel the need for a conference at this time.

Yours truly,

_____, Teacher-coordinator
Cooperative Home Economics Education

Alternate Plan Assignment Job Search
_____High School
Cooperative Education Program

I. WEEKLY EMPLOYMENT SEARCH REPORT

Week of Monday, _____ Student _____

MONDAY

Date_____ Time_____ Business _____

Manager's Name_____ Job Applied For_____

Spoke With _____ No Vacancy _____

TUESDAY

Date_____ Time_____ Business _____

Manager's Name_____ Job Applied For_____

Spoke With _____ No Vacancy _____

WEDNESDAY

Date_____ Time_____ Business _____

Manager's Name_____ Job Applied For_____

Spoke With _____ No Vacancy _____

THURSDAY

Date_____ Time_____ Business _____

Manager's Name_____ Job Applied For_____

Spoke With _____ No Vacancy _____

FRIDAY

Date_____ Time_____ Business _____

Manager's Name_____ Job Applied For_____

Spoke With _____ No Vacancy _____

SATURDAY

Date_____ Time_____ Business _____

Manager's Name_____ Job Applied For_____

Spoke With _____ No Vacancy _____

SUNDAY

Date_____ Time_____ Business _____

Manager's Name_____ Job Applied For_____

Spoke With _____ No Vacancy _____

ALTERNATE PLAN ASSIGNMENT JOB SEARCH

II. BUSINESS SURVEY

Draw a chart of all the business establishments along one block of a town, one section of a mall, or a plaza.

Label the name of the store and the manager's name of each store. The area must contain a minimum of eight stores.

Also, label a red "yes" or "no" in each business establishment indicating whether or not you would like to work there.

Draw the diagram on a plain sheet of paper, then complete a survey as follows:

BUSINESS SURVEY

NAME OF BUSINESS	JOB OPPORTUNITIES IN THAT BUSINESS	WHY I WOULD/WOULD NOT LIKE TO WORK AT THESE JOBS

III. JOB APPLICATIONS

Collect two job applications from any two businesses. While you are in the business establishment, complete one job application and give it to the personnel manager or whoever is in charge of hiring.

Complete the second job application at home and attach it to the following page labeled "Job Application." Use Scotch tape only at the top of the application so the teacher-coordinator may review both sides of the application.

You may fold the application.

ALTERNATE PLAN ASSIGNMENT JOB SEARCH

IV. JOB HUNTING STRATEGY

Choose one occupation.

Name the occupation _____

Using the telephone directory, list TEN (10) businesses within a radius of ten miles, which may employ people in this occupation.

Use the following chart:

	Name of Business	Address of Business	Phone Number	Telephone Directory Page Number
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

ALTERNATE PLAN ASSIGNMENT JOB SEARCH

V. INTERVIEW EXPERIENCE

Request an interview for a job.

Name of the employer _____

Name of the company _____

If this is impossible, ask an adult to role play an interview with you.

Name of person _____

Name of employer _____

Name of company _____

Write five questions asked by this interviewer.

1. Question:

   Your answer:

2. Question:

   Your answer:

3. Question:

   Your answer:

4. Question:

   Your answer:

5. Question:

   Your answer:

If you were not hired, what do you think prevented you from getting this job?

1.
2.

If you were hired, why do you think the employer chose you?

1.
2.

ALTERNATE PLAN UNIT ASSIGNMENT COORDINATED
WITH RELATED CLASS WORK

I. SAFETY-TOOLS OF THE TRADE

Choose one occupation.

Name of occupation _____

Interview one person who is employed in that occupation.

Name of person _____

During the interview, ask the employee to explain to you the safety regulations at her/his job. List rules/policies pertaining to five particular pieces of equipment and/or areas of the building.

Tools/Area	Safety Procedure
1.	
2.	
3.	
4.	
5.	

"Housekeeping Procedures"

All jobs have some type of related "housekeeping" duties. Often these routine chores are related to the safe operation of the job. Ask the same person you interviewed for the above safety questions, what "housekeeping" duties are a part of her/his job. Describe in detail how this duty is related to safety and how it makes the operation of this job a safer one. Describe five (5).

Housekeeping Duty	Why Necessary (safety related)
1.	
2.	
3.	
4.	
5.	

ALTERNATE PLAN UNIT ASSIGNMENT COORDINATED
WITH RELATED CLASS WORK

II. SAFETY IN BUSINESS -- FIRE

Draw the floor plan of any business establishment you choose. Label all fire exits, fire extinguisher placements and explain, in writing, the emergency procedure rules for that establishment.

ALTERNATE PLAN UNIT ASSIGNMENT COORDINATED
WITH RELATED CLASS WORK

III. PERSONALITY PLUS

Most employers place emphasis on an applicant's personality. When they call an employment office, they will often remark:

"Send me someone with a nice personality. She/He will be the first person my customers greet when they come into the store."

"Send me a person with a pleasant personality."

"I want a person who can speak clearly and has a good personality."

Explain in one paragraph why you think employers often look for job applicants with "pleasing personalities"? (Minimum: 50 words)

What aspects of your personality are salable? (Minimum: 50 words)

(Use other side if necessary)

ALTERNATE PLAN RESEARCH/READING ASSIGNMENT

OCCUPATIONAL RESEARCH ASSIGNMENT

Using the "Occupational Outlook Handbook" found in the school library, complete the following forms for any two jobs that may be of interest to you.

BE SURE ALL INFORMATION REQUESTED IS COMPLETE!

If you choose to use a different resource for your occupational information, please complete the following:

Source for research assignment #1:

Name of book/pamphlet _____

Author _____

Page Number _____ Publication Date _____

Location of Reference _____

Source for research assignment #2:

Name of book/pamphlet _____

Author _____

Page Number _____ Publication Date _____

Location of Reference _____

ALTERNATE PLAN RESEARCH/READING ASSIGNMENT

Name: _____ Source: _____

NAME OF OCCUPATION: _____ PAGE NUMBER _____

A. NATURE OF WORK: (Tasks to be performed)

1. _____
2. _____
3. _____
4. _____

B. RELATED OCCUPATIONS:

1. _____
2. _____
3. _____
4. _____

C. WHERE EMPLOYED: (Types of businesses)

1. _____
2. _____
3. _____
4. _____

D. PHYSICAL, MENTAL & OTHER REQUIREMENTS:

1. _____
2. _____
3. _____
4. _____

E. WORKING CONDITIONS, HOURS & ENVIRONMENT:

1. _____
2. _____
3. _____
4. _____

ALTERNATE PLAN RESEARCH/READING ASSIGNMENT

F. WAGES AND BENEFITS:

1. _____

2. _____

3. _____

G. HOW TO ENTER OCCUPATION: (On-the-Job or Apprenticeship Training)

1. _____

2. _____

3. _____

H. EDUCATION REQUIRED:

1. _____

2. _____

3. _____

I. COST OF EDUCATION:

1. _____

2. _____

3. _____

J. OPPORTUNITIES FOR ADVANCEMENT: (List job titles)

1. _____

2. _____

3. _____

K. FUTURE DEMAND: (Outlook)

_____

_____

_____

_____

_____

_____

ALTERNATE PLAN RESEARCH/READING ASSIGNMENT

Reading Assignment #1 -- Personal Success

Using a newspaper/magazine, find an article that relates the story of a person who has achieved success in life.

1. Read the article and complete the attached reading report.
2. Glue the article to the paper labeled "Newspaper Article--Attach Here!" Be sure the article is complete. If it is continued on another page or pages, please include this.

Reading Assignment #2

Read the following from "Your Attitude is Showing" by E. N. Chapman,* and complete the attached reading report:

1. Chapter One - You Can't Escape Human Relations.
2. Chapter Two - Human Relations Can Make or Break You
3. Chapter Three - Hold on to Your Positive Attitude
4. Chapter Eleven - Ten Tips on Succeeding in a New Job

*This book may be found in the school library or it may be borrowed from your teacher-coordinator.

ALTERNATE PLAN RESEARCH/READING ASSIGNMENT

INDIVIDUAL READING REPORT

Name of Reference and Author _____

Name of Newspaper _____

Pages read: from_____to_____ Date of Publication_____

1. Give a brief summary of the material you read. (Minimum: 100 words)

_____

_____

_____

_____

_____

_____

(continue on back of paper if necessary)

2. What information obtained from this reference will be useful to you and WHY? (Minimum: 100 words)

_____

_____

_____

_____

_____

_____

(continue on back of paper if necessary)

Student's Name _____ Date _____

Teacher-coordinator's comments:_____

_____ Grade_____

COOPERATIVE HOME ECONOMICS EDUCATION

JOB TERMINATION FORM

Name _____ Date _____

Present Place of Employment _____

Supervisor _____

Manager or Owner _____

It is necessary to give an employer two weeks notice.

Date upon which employer was given notice _____

Date of last day on this job _____

Reason for termination of job: _____

_____

_____

Parents/Guardians - please read carefully and indicate your preference.

I understand that to successfully complete the cooperative education course and receive school credit for this program, my daughter/son must obtain other employment as soon as possible, preferably within two weeks. The teacher-coordinator must review the new place of employment to be sure the establishment meets the standards listed by the State Department of Education, Division of Vocational Education, for an acceptable work station.

I also understand that my daughter/son must be employed at the conclusion of the school year, regardless of the number of work hours previously accumulated, in order to receive her/his school credits.

_____ My daughter/son has my permission to terminate the present job after giving the employer sufficient notice.

_____ I prefer that my daughter/son remain working on her/his present job until she/he finds another job. She/He may then leave after giving her/his present employer sufficient notice.

I request a conference at school with:

____ principal ____guidance counselor
____ vice-principal ____teacher-coordinator

Parent/Guardian's signature: _____

teacher-coordinator to place the unemployed student in a bona fide training establishment that matches the student's interest, ability, and career objective. This request applies to the named student and is valid only for the current school year if approved.

Signatures:

_____ _____

Coordinator Principal or Superintendent

Forward the original and attachment to the Director of the Discipline indicated. Approval will be in effect when the teacher-coordinator receives a photocopy of the form indicated "Approved" by the Director.

____Request Approved

____Not Approved Signature:_____ Date: _____

HIGH SCHOOL

COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

Certificate of Appreciation

Presented To

_____

In Recognition of the Work
Experience and Training Provided

_____ Students

This Certificate is Awarded This _____

Day of _____ 19 ____

_____	_____	_____
Principal	Student	Coordinator

Certificate of Appreciation

FROM

_____ High School

PRESENTED TO

_____

In Recognition of Your Efforts to Provide Training and Educational Assistance for High School Youth Enrolled in the Cooperative Education Program.

Your Contribution to Our School Program is Deeply Appreciated.

Given this _____ day of _____ 19 _____

_____

SUPERINTENDENT OF SCHOOLS

_____ PRINCIPAL

_____ COORDINATOR